DOCUMENT RESUME

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TITLE	Alternativas. A Bilingual Vocational Model Program and Curriculum.
INSTITUTION	Elgin Community Coll., Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 87
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ABSTRACT

This guide is intended for use in conducting a 2-week, 30-hour career awareness and job readiness workshop for limited-English proficient, Spanish-speaking displaced homemakers and single parents. The workshop includes bilingual instructional materials dealing with the following topics: identifying interests and skills, setting goals, understanding the labor market, entering the labor market, completing job applications and writing resumes, taking a job interview, and planning a course of study and a career. The first part of the program guide describes the materials included in the workshop curriculum manual; discusses the qualifications needed by workshop facilitators; and outlines procedures for publicizing the workshop, determining program eligibility, organizing necessary supportive services (including transportation and child care), presenting the workshop, organizing individual planning sessions to be held after the workshop, making referrals, helping workshop participants begin training or find a job, and conducting workshop follow-up activities. The first five sessions outlined in the curriculum guide are intended to help participants improve their self-esteem, and the second five sessions cover techniques for finding jobs and/or educational and training opportunities. Each session outline contains a goal, objectives, activities and procedures for implementing them, instructor guidelines, and related bilingual instructional materials (including sample forms and handouts). (A project report is included with the program guide.) (MN)

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ALTERNATIVAS
A BILINGUAL VOCATIONAL MODEL PROGRAM

PROJECT STAFF:
Donna Rudy, Director
Angelica Negron, Coordinator
Gladine Schelker, Secretary

ALTERNATIVES FOR DISPLACED HOMEMAKERS PROGRAM
ELGIN COMMUNITY COLLEGE
ELGIN, ILLINOIS

ILLINOIS STATE BOARD OF EDUCATION

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DEPARTMENT OF ADULT VOCATIONAL AND TECHNICAL EDUCATION

Vocational Education
Program Improvement Section

JUNE 1987

Contract Number REP-87-II-B-2-4

"Building Opportunity is the single parent and homemaker program of the Illinois State Board of Education pursuant to the Carl D. Perkins Vocational Education Act of 1984."

An Equal Opportunity/Affirmative Action Employer

Final Report Abstract Format

Official Project Title: ALTERNATIVAS - A Bilingual Vocational Model Program and Curriculum.

Department of Adult, Vocational and Technical Education Funding Agreement Number: REP. - 87.11 B-2.4

Project Director: DONNA RUDY

Funded Agency: ELGIN COMMUNITY COLLEGE

Location of Funded Agency: 1700 Spartan Drive, Elgin, Illinois 60123

Time Period Covered: July 1, 1986 to June 30, 1987

Major Accomplishments of the Project: The ALTERNATIVAS Bilingual Program served a total of forty (40) persons from July 1, 1986 to June 30, 1987. All of the students enrolled and participated in the two-week Bilingual Workshop.

Of the forty (40), ten (10) were placed in full-time unsubsidized employment; twenty-six (26) were enrolled in ESL Classes; one (1) is attending Canella Cosmetology Academy; one (1) is receiving secretarial training at Elgin Community College; and two (2) have left the area.

A Model Program and a Model Curriculum were completed and are available for dissemination through DAVTE.

Potential Impact on Vocational Education:

The Bilingual Curriculum and Program Model will provide equal access for Hispanic Limited English Proficient (LEP) Homemakers, Single Parents and Displaced Homemakers to Job Readiness, Vocational Training, and Job Placement Services which are already in place through the successful Network of Displaced Homemaker Centers throughout the State. It is anticipated that a large and growing number of LEP Adults will acquire marketable job skills to enhance their enjoyability through the State as a result of the replicable, transportable, bilingual products which this Program produced.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

ALTERNATIVAS - A Bilingual Vocational Model Curriculum - 40 Copies

ALTERNATIVAS - A Bilingual Vocational Model Program - 40 Copies

Available through Peter Seidman, DAVTE
June 30, 1987

B. EXPENDITURE OF FUNDS:

Total Amount Funded:	$ 33,778.00
Total Amount Expenditures:	29,250.00
Difference:	$ 4,528.00

The reason for the discrepancy is that the number of persons in the Program was decreased and Child Care was not needed as often.

C. PAID PARTICIPANTS:

Donna Rudy - Director, ALTERNATIVAS
ELGIN COMMUNITY COLLEGE
1700 Spartan Drive
Elgin, Illinois 60123

Donna Rudy is the Director of the ALTERNATIVES PROGRAM which consists of five (5) separate Grant Programs:

Displaced Homemaker
Family Crisis
Single Parent/Homemaker
Alternativas
Project Chance

Donna has eleven (11) years experience as a Community College Counselor and six (6) years as a Psychotherapist in a private group practice. She directed the Second Start Program at Elgin Community College, designed to teach women about non-traditional careers, and was also a Counselor at Triton College in the Kaleidoscope Program which used experiential learning and inter-disciplinized instruction to teach education courses. She has been the Post Chairperson of the Elgin Chapter of the Society of Manufacturing Engineers.

Angelica Negron - Coordinator
ELGIN COMMUNITY COLLEGE
1700 Spartan Drive
Elgin, Illinois 60123

Angelica Negron has been an English as a Second Language (ESL) Instructor for Centro de Informacion for the past two years, and also worked as: ESL Literacy Coordinator at Centro de Informacion; a Substitute Teacher at School District U-46, and for Elgin Community College Adult Education ESL Program. Ms. Negron has developed the Bilingual Curriculum for the Job Readiness Workshop, has conducted the Workshop, and has general responsibility for the Program, including activities, recruitment, referrals, reports and budget.

Gladine Schelker - Secretary
ELGIN COMMUNITY COLLEGE
1700 Spartan Drive
Elgin, Illinois 60123

Gladine Schelker is Full-Time Secretary to the Director of: Displaced Homemakers, Family Crisis, Single Parent/ Homemakers, Alternativas, and Project Chance. Background experience includes many years of experience in secretarial duties, leading to Administrative Assistant to the President of Elgin National Bank until voluntary retirement in 1982.

D. RESOURCE LISTING:

1. MATERIAL RESOURCES:

"How Women Find Jobs": A Guide for Workshop Leaders.	$ 8.25
The HELP Test	16.97
The Self-Directed Search (50)	105.25
The ESLOA Test	6.50
Answer Sheets (50)	2.00

ALTERNATIVAS - A Bilingual Vocational Model Program

ALTERNATIVAS - A Bilingual Vocational Model Curriculum

2. HUMAN RESOURCES:

ADVISORY COMMITTEE MEMBERS:

Dr. Ed Haring, Assistant to the Vice President, Elgin Community College

Fred Allen, Director of Adult Basic Education, Elgin Community College

Carol Tomas Holbein, Bilingual Counselor, Elgin Community College

Pat Milgrim, Director of Special Services, Elgin Community College

OTHER RESOURCES:

Brad Woodruff, Executive Director of Centro de Informacion

Diana Ramos, Employment Counselor, Centro de Informacion - Guest Interviewer.

Barbara Bielski, Employment Counselor, Job Service - TV Cable Program Hostess.

Ramon Angel Campos, Spanish Program Director, WRMN - Spanish Radio Program Host.

Jane Gomez, Adult Basic Education, Elgin Community College - Guest Interviewer.

Cindy Moehrlin, Project Chance, Elgin Community College - Guest Interviewer.

Carol Tomas Holbein, Bilingual Counselor, Elgin Community College - Guest Speaker on Educational Opportunity.

Frances Latigo, Mail Lady - Guest Speaker on Employment Opportunity.

Jose` Morales - Employment Counselor, Centro de Informacion: Guest Interviewer.

JoAnn Armenta - State Police Officer: Guest Speaker on Non-Traditional Jobs.

E. MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS:

1. PROJECT GOAL STATEMENT AND OBJECTIVES:

The Goal was to develop a more complete replicable and transportable vocational program for Limited English Proficient (LEP Hispanic Homemakers, Displaced Homemakers and Single Parents, which would include a Bilingual Model Curriculum Design, and to enroll sixty-three (63) LEP adults in seven (7) Bilingual Job Readiness and Decision-Making Workshops. Also, to place twenty-one (21) participants in full-time employment, and to enroll twelve (12) participants in Vocational Training Programs.

OBJECTIVES AS FOUND IN THE PROPOSAL:

OBJECTIVE #1:

To prepare for Statewide Dissemination, an expanded culturally sensitive Bilingual Model Curriculum Designed for LEP Homemakers, Displaced Homemakers and Single Parents.

IMPLEMENTATION:

The Model Curriculum prepared last Fiscal Year was expanded and revised as necessary this year. Several lessons were added and others were revised as field testing over the past year dictated it. Curriculum is complete.

OBJECTIVE #2:

To conduct seven (7) thirty-contact-hour Bilingual Job Readiness and Career Planning, and Decision-Making Workshops for sixty-three (63) LEP Adults (nine [9] per Workshop) from September 8, 1986, to May 4, 1987.

IMPLEMENTATION:

Because of several unpredicted events which were out of our control, we had lower participation in the program this year. As a result, we conducted four (4) Workshops, serving forty (40) participants.

OBJECTIVE #3:

To provide counseling and social service referral to sixty-three (63) LEP participants to assist them in overcoming social and economic barriers to employment on an on-going basis until June 30, 1987.

IMPLEMENTATION:

Counseling and Social Service Referral was provided to forty (40) participants. Each participant received at least one individual career counseling session, but most returned for additional career counseling. Many participants were referred to other Social Service Agencies as needed.

OBJECTIVE #4:

To create Individual Career Plans for sixty-three (63) LEP participants after each Workshop, September 22, 1986 to May 18, 1987, with a projected thirty-three (33%) Percent or (twenty-one [21] parti-

cipants) planning and finding employment in Full-Time, Entry-Level Jobs, and a projected sixty-seven (67%) percent (forty-two [42] participants) planning and enrolling in Vocational Training Programs.

IMPLEMENTATION:

Individual Career Plans were discussed with all forty (40) participants.

Ten (10) participants were placed in full-time employment.

Twenty-Six (26) participants were enrolled in ESL Classes.

One (1) participant is attending a Cosmetology Academy.

One (1) participant is receiving Secretarial Training at Elgin Community College.

Two (2) participants have left the area.

OBJECTIVE #5:

To refine and evaluate Alternativas, a marketable Model Vocational Program for LEP Homemakers, Displaced Homemakers and Single Parents, using the results of Objectives 1 - 4.

IMPLEMENTATION:

A Bilingual Vocational Model Program was completed and carried out. The result of this effort was a group of participants who were very positive and happy to see that such a Program existed and that they were a part of it. A Program Description was completed and copies can be obtained from Peter Seidman, Department of Adult Vocational and Technical Education (DAVTE).

E.2. PRODUCT ABSTRACT (See Attached)

E.3. MAJOR DISSEMINATION ACTIVITIES:

An Agreement was made in the Proposal which stated that Dissemination Activities would be carried out by Peter Seidman, Department of Adult Vocational and Technical Education (DAVTE).

E.4. STAFF DEVELOPMENT:

An Inservice Training was provided for all the Staff by the Elgin Community College Financial Aid Office Director to inform us of new forms and guidelines.

The Staff attended a Women's Council Presentation on "The Superwoman Syndrome".

The Director and Coordinator attended both the State and the Regional Displaced Homemakers Conference.

The Coordinator attended an In-Service offered by Elgin Community College and St. Joseph Hospital dealing with Physical and Mental Wellness.

The Staff attended Elgin Community College Workshop entitled, "Heightening Awareness and Skills for Teaching Culturally Different Student Groups".

The Coordinator attended a Workshop presented by the City of Elgin Human Relations Commission, dealing with Affirmative Action, Personnel, and Tenant/Landlord Issues.

The Staff attended two Inservice Workshops presented by the Displaced Homemakers Network on Conflict Resolution/ Communication Skills, and Memrionics.

E.5. PUBLICITY:

ALTERNATIVAS Flyers were distributed to all local gathering places for Hispanics, including churches, stores, service agencies, housing projects, Public Aid Office, Crisis Center, Head Start Program, and area schools.

Several announcements appeared in the Daily Courier-News before each Workshop scheduled.

The Coordinator was a guest on the Spanish Program "Radio Fiesta" at the local Radio Station, WRMN, to speak about ALTERNATIVAS.

Personal visits were made to the Public Aid Office, the Crisis Center, Literacy Volunteers of America, Elgin Community College ESL Evening Classes, Casa Linda Housing Project, Fox View Apartments, Huntington Park Apartments, and Assemblea de Iglesias Cristianas Pentecostal.

Constant personal communication was kept with Centro de Informacion Personnel and Elgin Community College Adult Basic Education/English as a Second Language Staff in order to refer participants to ESL and ABE Courses.

Our Program was visited by Robert Gordon from the National Center for Research in Vocational Education, who is interested in the Program and Curriculum.

Also, Dr. and Mrs. Fred McCormick from Educational Operations Concepts, St. Paul, Minnesota visited our project site and interviewed the Director, Coordinator, and two of our Hispanic participants.

F. PROBLEMS:

Originally, the Proposal called for us to serve sixty-three (63) persons during this Fiscal Year. As the months went by, it became obvious that these projections were too optimistic. A low unemployment rate in the area, the new Project Chance Program, and the new Immigration Law were three developments that have caused a decrease in the number of Hispanic women enrolling in ALTERNATIVAS, even though extensive recruitment efforts were made by Centro de Informacion and by the ALTERNATIVAS Staff.

The Director asked for and received a modification to our contract from the Contract Administrator. The original number of sixty-three (63) participants to be served was changed to forty (40).

Also, instead of the seven (7) Workshops proposed, the number was accordingly reduced to four (4).

G. SUMMARY OF EVALUATION DATA:

Written Evaluations were collected from the Workshop participants and verbal feedback was often received by the Coordinator. In several, the participants were very happy that such a program existed, and the evaluative comments were very positive. Often mentioned as the best-liked activities were the Practice Job Interviews, the Interest Survey, and the Goal Clarification Exercises.

The group interaction, the relationship between the participants and the instructor, and the support group atmosphere during the Workshop were mentioned also as important components which kept the attendance high.

Child Care was essential to many participants in order to attend the Workshop.

H. STATEMENT OF IMPACT:

The Bilingual Curriculum and Program Model provided equal access for Hispanic Limited English Proficient Adults Job Readiness, Vocational Training and Job Placement Services which are already in place through the successful Network of Displaced Homemakers Centers throughout the State. The participants were very happy and satisfied with the services provided.

The Executive Director of Centro de Informacion was very pleased with the outcome of the Program and wants to continue working in cooperation with ALTERNATIVAS to serve the Hispanic Community in the area.

I. CONCLUSIONS AND RECOMMENDATIONS:

This is the second year that ALTERNATIVAS has been in operation. Since its beginning, it has been clear that this program fills a need in the area of Job Readiness and Educational and Career Counseling and Training for Hispanic females.

Forty (40) women participated in the Program this year and, as a result, twenty-five are continuing their education in ESL, GED, Cosmetology, and Secretarial Training. The others are working, except for two (2) who are looking for employment, and two (2) who have moved.

The ALTERNATIVAS PROGRAM made it possible for these Limited English Speaking Homemakers to receive a Service that would otherwise have been unavailable to them. The Career Decision-Making and Job Readiness Workshop is an essential part of the Program as it provides job seeking skills and raises awareness of the great need to improve their English Language ability.

Now that the Model Program and Curriculum are complete, these should be disseminated to other Displaced Homemakers Centers through the Displaced Homemakers Network throughout Illinois.

Some follow-up was done this year in order to evaluate the program's effectiveness. Longer follow-up is advised and a continued effort in job development is needed. Employment opportunities for Limited English Speakers are few and far between and those that are available are at a very low pay scale. This is where follow-up efforts come in. We need to keep in touch with our participants in order to help them continue their education and training as this is the only way to improve their employment opportunities in the future.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material ALTERNATIVAS - A BILINGUAL VOCATIONAL MODEL PROGRAM.

2. Date material was completed JUNE 30, 1987

3. Please check one: New material X Revised material ____ Field-tested material X

4. Originating agency ELGIN COMMUNITY COLLEGE

   Address 1700 Spartan Drive, Elgin, Illinois Zip Code 60123

5. Name(s) of developer(s) ANGELICA NEGRON

   Address ELGIN COMMUNITY COLLEGE, 1700 Spartan Drive, Elgin Zip Code 60123

6. Developed pursuant to Contract Number ____

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   X Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary X Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   ____ Student ____ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   X Other (Specify) Displaced Homemaker Center Staff/Other Job Counseling and Training Center Staff

10. Student Type:

    ____ Regular ____ Disadvantaged ____ Handicapped
    X Limited-English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

___ HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages 22	____ Minutes	____ Minutes	___ B & W
___ Paper bound	___ B & W	___ B & W	___ Color
___ Hard bound	___ Color	___ Color	
X Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No X		
Diagrams: Yes ____	No X		

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___ ___ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

Specify
_____
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_____

12. Availability

___X___ One copy free For sale @ $ _____ per copy _____ Not available
_____ In ERIC system (No. _____) _____ Loan copy available
Contact: Name PETER SEIDMAN, Contract Administrator Phone ( ) _____
DAVTE, ILLINOIS STATE BOARD OF EDUCATION
Address 100 North First Street, Springfield, IL Zip Code 62777

13. Copyright Restrictions:

Contact: Name PETER SEIDMAN, Contract Administrator Phone ( ) _____
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Address 100 North First Street, Springfield, IL Zip Code 62777

14. What level(s) of assistance is required to provide implementation of this outcome?

_____ awareness _____ understanding
_____ deciding ___X___ implementing

15. Are Consultive/Inservice (or staff development) available? Yes ___X___ No _____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet, if necessary.) SEE BOTTOM OF PAGE

17. Person Completing this Abstract ANGELICA NEGRON

Full Address

ELGIN COMMUNITY COLLEGE

1700 Spartan Drive

Elgin, Illinois Zip 60123

16. **ALTERNATIVAS - A Bilingual Vocational Model Program is a specific description of the ALTERNATIVAS PROGRAM AND CURRICULUM. It describes how to initiate, publicize, and implement the Program, as well as how to obtain the necessary resources, including the Curriculum Manual. It also gives a brief description of staff qualifications and a list of suggested activities.**

ALTERNATIVAS

A BILINGUAL VOCATIONAL MODEL PROGRAM

FOR

LIMITED ENGLISH PROFICIENT ADULTS

PROGRAM DESCRIPTION

AND

PROCEDURES

CONTENTS

INTRODUCTION: GENERAL PROGRAM DESCRIPTION

PART ONE: RESOURCES:

I. THE CURRICULUM MANUAL

II. THE FACILITATOR

PART TWO: ACTIVITIES AND PROCEDURES

I. PUBLICITY

II. DETERMINATION OF PROGRAM ELIGIBILITY

III. SUPPORTIVE SERVICES

IV. WORKSHOP

V. PLANNING SESSION

VI. REFERRAL

VII. BEGIN TRAINING

VIII. FINDING JOBS

IX. FOLLOW UP

PART THREE: APPENDIX

INTRODUCTION

GENERAL PROGRAM DESCRIPTION

ALTERNATIVAS is a Bilingual Vocational Model Program and Curriculum for Limited English Proficient Adults.

A two-week, thirty-hour Career Awareness and Job Readiness Workshop is offered in Spanish by Elgin Community College and Centro de Informacion y Progreso, an Hispanic Service Agency in Elgin. This Workshop is the Spanish equivalent of "ALTERNATIVES", the Displaced Homemakers' Program at Elgin Community College.

The targeted population of this Program is the Limited English or the Non-English speaking population of this area.

INCLUDED IN THE THIRTY-HOUR WORKSHOP IS:

- Identification of Interest and Skills.
- Goal Setting.
- Labor Market Orientation.
- Application and Resume' Writing.
- Interview Techniques.
- Individual Educational and Career Planning.
- Child Care is provided during class attendance.

THE ELIGIBILITY REQUIREMENTS ARE:

1. Limited English Proficient.
2. Hispanic.
3. Have Children.

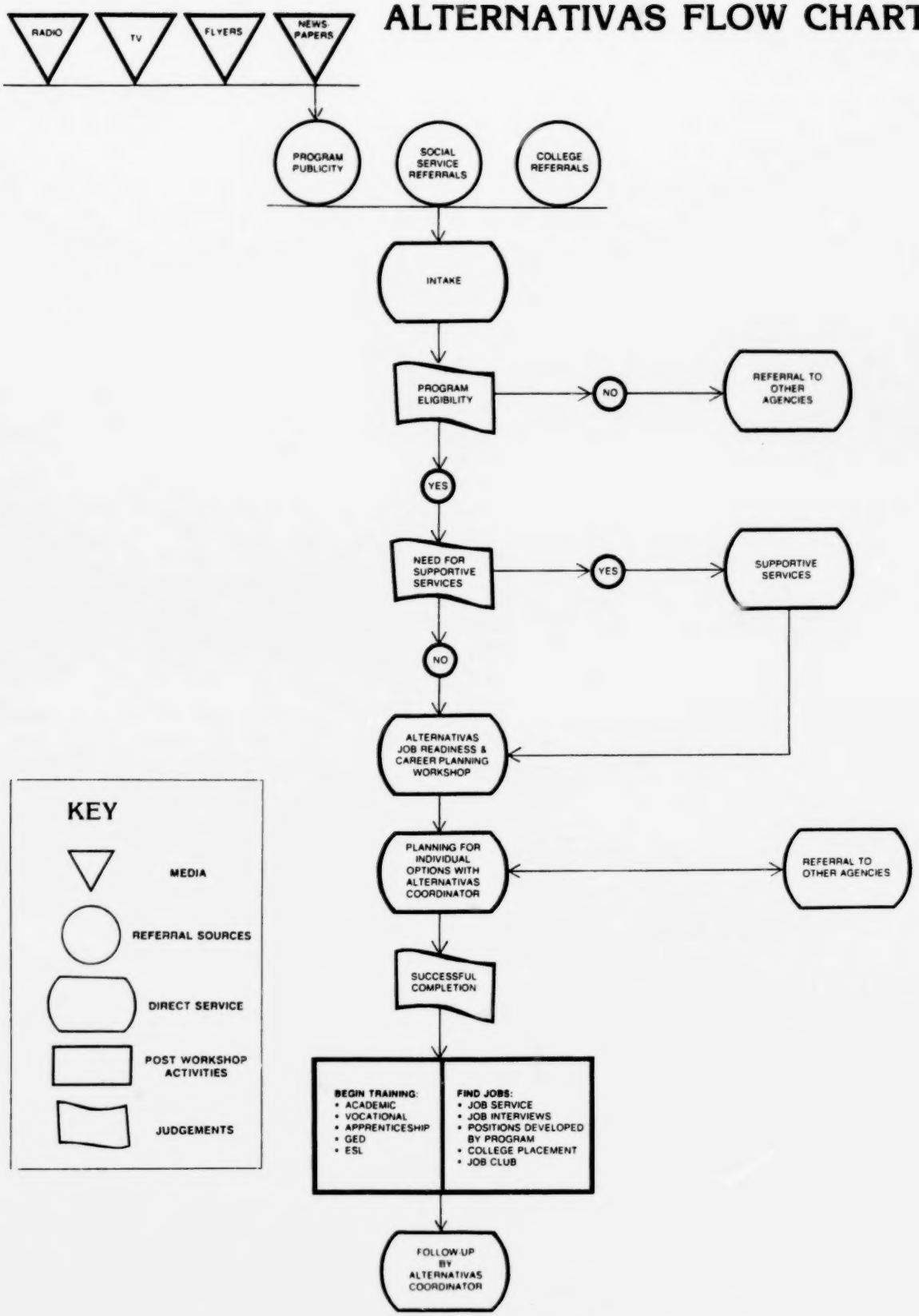
In the Workshop, the importance of further education is stressed, (Educational Planning is an important component of the Program) whether it indicates more ESL instruction, or training in a specific area of interest.

Job Placement is also available through the Program for those who are in immediate need of a job.

This Program is funded by the Illinois State Board of Education, Department of Adult Vocational and Technical Education.

ANGELICA NEGRON, COORDINATOR OF ALTERNATIVAS
DONNA RUDY, DIRECTOR OF ALTERNATIVES
ELGIN COMMUNITY COLLEGE
1700 Spartan Drive
Elgin, Illinois 60123
(312) 888-6918

ALTERNATIVAS FLOW CHART



We are very pleased to present this Manual to potential instructors and/or coordinators of Bilingual Vocational Programs. Included is a complete description of the resources, procedures and activities necessary to implement the Program:

PART ONE:

RESOURCES

I. THE CURRICULUM MANUAL:

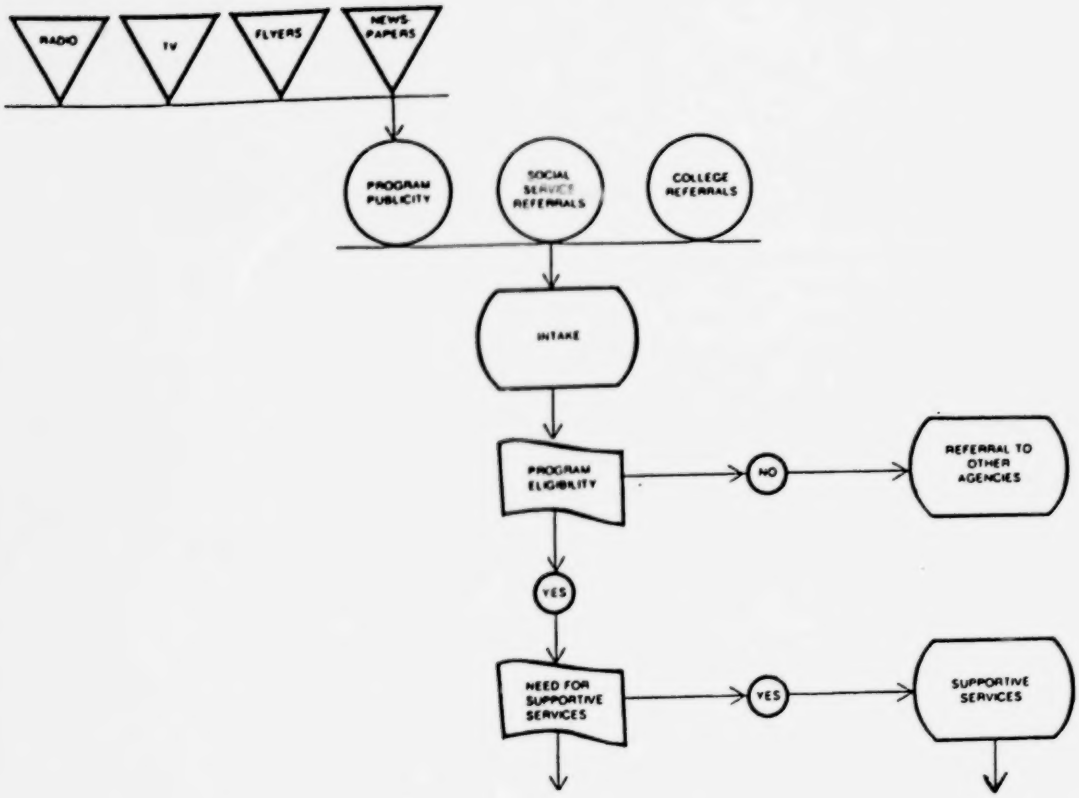
The Curriculum Manual is targeted towards Hispanics who are Non-English speakers, or who have a very limited knowledge of the English Language. The Curriculum addresses the needs of the Hispanic Homemakers, specifically. Some of the areas that need special attention are Decision Making, Goal Setting, Skill Identification, and Assertiveness Training. The First Five Lessons are designed to deal with these areas and to promote self-esteem. Also, many of the activities are designed to promote the family working together as a unit.

The Second Part deals with Job Readiness. These lessons are designed to help the participants fill out application forms, write their own resumes, and learn interviewing techniques. A lot of educational and vocational training information is presented in connection with this part of the Curriculum.

Although the Manual has many activities included in the daily plans, if time restrictions do not permit the use of them all, you decide which to use. Also, contact Guest Speakers and Guest Interviewers in plenty of time to assure their availability. This Curriculum Manual is designed as a guide. Other outside resources and information can be added to enrich the Program.

II. THE FACILITATOR:

The Instructor should be able to speak Spanish fluently, and to understand the students' cultural background, the Institutional System, and Community Resources available. Other important qualities are the willingness to assist the participants in coping with their problems, and the ability to assess individual needs and capabilities. As a role model, the attitude and capability of the instructor affects the quality and success of the Program.



PART TWO:

ACTIVITIES/PROCEDURES

I. PUBLICITY:

In order to get the Program started, the First Priority is to Publicize the Program. Design, print and distribute a flyer advertising the Workshop. Following is a list of places to post and distribute flyers.

A. Churches with large Hispanic Membership
B. Spanish Stores
C. Hispanic Service Agencies and Organizations
D. Large Apartment Complexes where Hispanics live
E. Low Income Housing Projects
F. Head Start Program Office
G. Public Aid Office
H. Centers for Domestic Violence Victims
I. Neighborhood Health Centers

Advertising on the Radio and Television is important. Announcements in Spanish about the program should be made frequently on the local Spanish radio programs. The Workshops also can be announced on the local Cable TV Station on public service programs.

Using the Printed Media is also important. Press Releases should appear in English and Spanish in the local newspaper several times prior to the Workshop indicating the dates of the Workshop and the name and phone number of the persons to contact for more information.

After the publicity campaign has been carried out and word gets around about the Program, additional referrals from other Service Agencies and from the College will follow.

Once the Workshop is presented the first time, word of mouth is the best publicity, so encourage the participants to tell their friends, family and acquaintances about the Program. When distributing the flyer, make a personal visit to the social agency or educational institution that might be in contact with the persons you are trying to recruit. This is a good way to establish a future contact person. Later, make a follow-up visit or phone call and thank them for their cooperation.

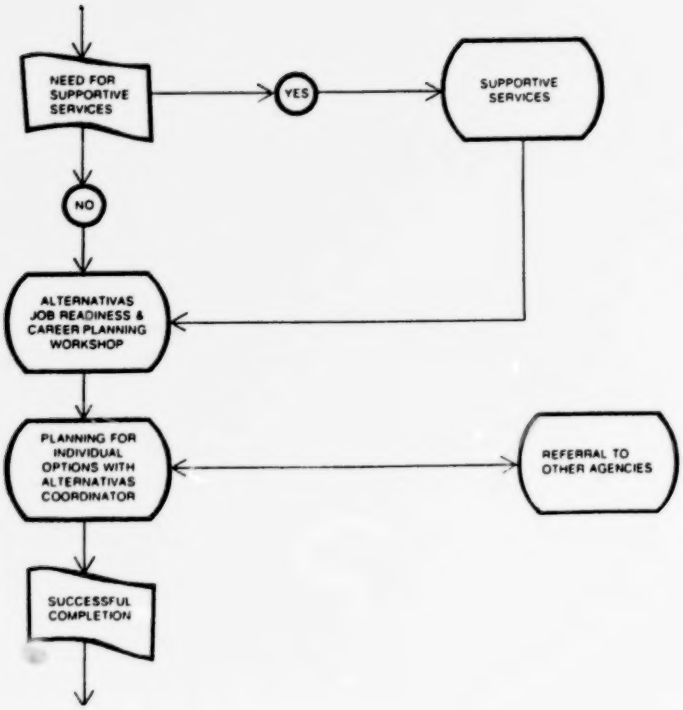
II. DETERMINATION OF PROGRAM ELIGIBILITY:

A Sample Registration Form is provided in the Manual. When a person comes in for the first time, explain the Program, and determine his/her eligibility from reviewing the application form.

If eligible, then the person is placed on the Class List for the next Workshop. The signed and completed application is kept in a separate file established for this individual. In this file, keep copies of Signed Contracts, (a Coursework Contract and a Job Placement Contract) and the Service Form. If not eligible, refer to Service Agencies for counseling or other assistance.

III. SUPPORTIVE SERVICES:

When a participant has Transportation or Child Care problems, provide bus passes to and from the Workshop and subsidize the child care cost while the mother is attending the Workshop. The children should be enrolled in Licensed Day Care Centers or Licensed Child Care Homes only. Providing these supportive services is an essential part of this Program since most of the participants cannot afford to pay for child care themselves.



IV. WORKSHOP:

The Curriculum Design is for a two-week Workshop. The best time for the Workshop is in the morning, usually from 9:00 A. M. to 12:00 Noon. A twenty minute break is given and coffee is provided. The First Week of the Workshop is taught in Spanish and is geared towards improving the person's self-esteem and motivation. The exercises in the first five sessions focus on skills, goals, abilities and interests of the individual. An important component for the first week is the English as a Second Language (ESL) Testing. Since most of the participants have Limited English Language ability, many will be referred to some form of on-going ESL instruction. It is crucial that the testing is done for placement in the appropriate ESL Level. Various testing instruments are listed in the Manual.

The Curriculum Manual is designed so that a person without any knowledge of English can go through the complete Workshop. However, during the Second Week, the participant is required to fill out a Job Application Form in English, so a list of vocabulary words is included for the participant to learn.

The Workshop should be conducted in an informal atmosphere in a separate room, which should be closed to allow privacy during the discussions. The best seating arrangement is one or two large tables with chairs around them to promote conversation and group participation.

Student participation throughout the Program needs to be encouraged by the Instructor. Participants may not be ready to talk about themselves, but if the Instructor shares some personal experiences first, then the students are more willing to self-disclose and join in the discussion. Individual work, followed by group discussion, is a very effective approach.

The Second Week focuses on Job Readiness Training. This week's activities are Bilingual since many of the forms are in English. All activities are important, but Interview Techniques seem to be the most appreciated and enjoyed by the participants. The practice interviews generate a lot of discussion, and ideas are shared by all. If the Guest Interviewer is enthusiastic, open, and honest about the participant's abilities, a great learning experience is enjoyed by all.

Teaching Methods used in the Workshop include: Lectures, Individual and Group Exercises, Group Discussion, Role Playing, Visual Aid Presentations, and Guest Speakers.

A Support Group atmosphere can be promoted in the Workshop and the last twenty minutes of each session can be devoted to answering questions and addressing problems that the participants may want to discuss. However, a separate Peer Support Group is recommended. In a group setting, emotional support is available from others who are in similar situations. Schedule a Support Group anytime that is convenient to the participants and the instructor.

The Daily Evaluations are filled out at the end of each day and are an excellent way of finding out what activities work best and how the class is feeling about the session.

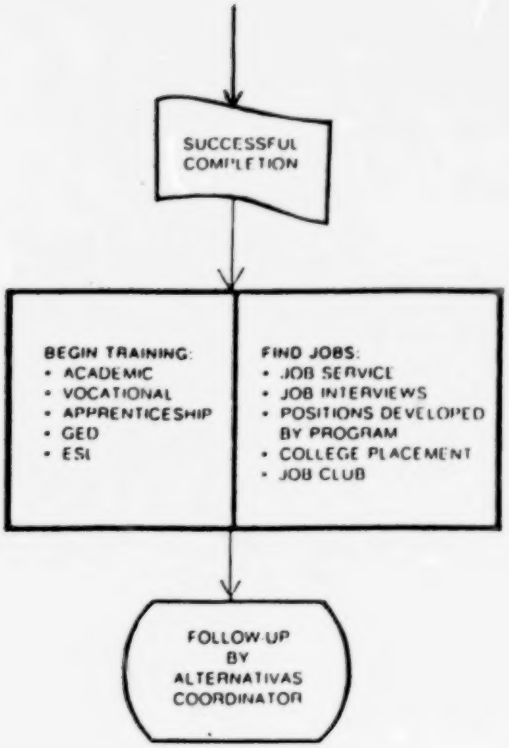
The Overall Program Evaluations are filled out during the last session. Keep anecdotal notes and review them at the end of the Workshop. This will be helpful in analyzing the effectiveness of the teaching methods and materials.

V. PLANNING SESSIONS:

Schedule a Personal Vocational and Educational Planning Session with each participant after the Workshop. During this session, help the individual participant clarify his/her goals to either continue with education or to obtain a job immediately. Some will want to do both. Whatever the case, the participant is then referred to either an Educational Counselor at the College or to the Employment Counselor at your State Employment and Referral Service for further assistance. Most Limited English Proficient (LEP) participants are automatically referred to the English as a Second Language (ESL)/ Adult Basic Education (ABE) Department at the nearest school or college or to other ESL classes to continue with English instruction. Good communication between agencies is required in order to coordinate activities with ABE and ESL Staff for referral to these programs. A Referral Form is included in the Appendix. This should be sent with the student, signed by the other agency staff, and returned to the individual's file.

VI. REFERRAL:

Many of the participants have other personal problems which negatively affect their job performance or schoolwork. In this case, the participants are referred to a social agency for counseling. Two such agencies are Catholic Charities and Family Service Association. Others may need assistance from the Food Pantry, Department of Occupational Rehabilitation (DORS) and/or the Crisis Center. They should be referred to these, or to any other social agency available to help with the transition from the home to the school or to the workplace.



VII. BEGINNING TRAINING:

After seeing a College Counselor, those who decide to continue with their education can receive reimbursement for tuition and books, transportation, and child care, if they qualify for the Single Parent Homemakers' Program or the Pell Grant.

During intake, all participants sign a contract outlining their responsibilities as students. Signing this Coursework Contract insures that the students keep in close contact and report progress and problems during the semester. In this way, you can arrange tutoring for academic problems.

VIII. FINDING JOBS:

If employment is the goal, schedule an individual meeting to talk about what kind of job the participant would like. At this time, present specific employment information and individual job openings.

Maintain contact with many of the employers in the area to know what jobs are available.

Start a Job Club where participants who are actively job hunting come once a week and share information they have obtained during that week's search. This is another way for participants to help each other and offer support while job hunting.

Helping the participants in their job search is very important. Coordinated effort between the participant and you often will increase their persistence in interviewing and their chance of being hired.

IX. FOLLOW UP:

After the participants are placed in jobs or enrolled in classes, some follow-up must be done. Keep close contact with participants who are taking classes so that any problem can be addressed before the person drops out; enforce the terms of the Coursework Contract.

Those seeking jobs need to maintain frequent contact. When they become employed, get the name of the employer and information about the job to verify employment. Enforce the terms of the Job Placement Contract. Also, longer follow-up is advised - perhaps four months and one year later you can make a phone call or send a letter to find out how they are doing.

A list of suggested activities, and the complete Flow Chart are attached. In the Appendix, you will find copies of some of the forms used. If you need further information or assistance, please contact:

Peter Seidman, Contract Administrator
Illinois State Board of Education,
Division of Adult, Vocational, & Technical Education,
Research and Development Section,
100 North First Street.
Springfield, Illinois 62777

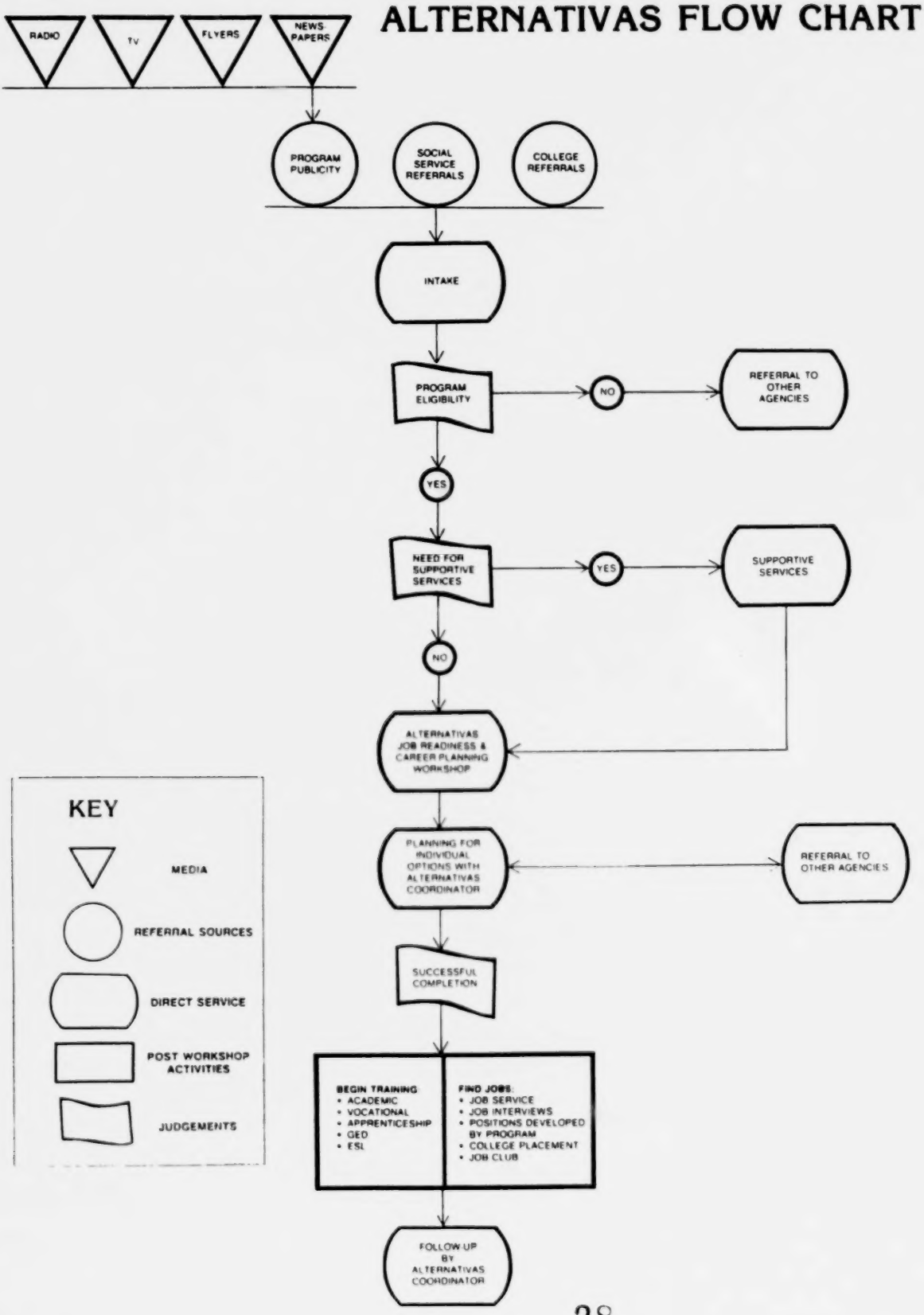
OR

Donna Rudy, Director
Alternatives Program
Elgin Community College,
1700 Spartan Drive,
Elgin, Illinois 60123.

SUGGESTED ACTIVITIES:

1. Develop Publicity Materials and Distribute
2. Implement Participant Enrollment Procedure
3. Contact Bilingual News Media
4. Contact Referral Agencies
5. Contact All Departments of Institution
6. Register Students (See Appendix for Application Form)
7. Review Curriculum
8. Contact Resource People (Guest Interviewers and Presenters)
9. Provide Workshop
10. Test Participants for ESL Placement
11. Collect Evaluations of Workshop
12. Be Available for Individual Counseling Sessions
13. Refer to Other Agencies and Follow-Up Referral (See Appendix for Referral Form)
14. Develop Weekly Support Group
15. Meet with Participants to Develop Individual Employability Plans
16. Present Educational Information to Participants
17. Provide Reimbursement for Tuition, Books, Transportation or Child Care, if funds are available
18. Have Participants sign a Course Contract Before Registering for Classes (See Appendix for Course Contract)
19. Advise Participants of Possible Job Openings
20. Type Resumes after Each Workshop
21. Have Participants Sign Contract Before Going Out on Interview (See Appendix for Job Placement Contract)
22. Cooperate with Other Agencies in Job Placement (Job Service)
23. Maintain Individual Files on Each Participant
24. Keep a Record of Services Provided to Each Participant (See Appendix for Service Record Form)

ALTERNATIVAS FLOW CHART



PART III

APPENDIX

1. APPLICATION FORM
2. REFERRAL FORM
3. COURSEWORK CONTRACT
4. JOB PLACEMENT CONTRACT
5. SERVICE RECORD

APPLICANT PERSONAL INFORMATION INTAKE SHEET
(PLEASE PRINT IN INK)

1. Applicant's Name: _____ Date: _____

   Social Security Number: _____

2. ADDRESS

   No. & Street _____ City _____ County: _____

   State _____ Zip Code _____ Telephone (___) _____

---

3. SEX: Male ___ Female ___

4. AGE: _____

5. PROGRAM QUALIFICATIONS

   a. Have you been a homemaker providing unpaid services to family members?
      Yes _____ No _____
      If yes, number of years? _____

   b. Were you supported primarily by another family member but are no longer supported by such income, OR were you dependent on federal assistance but are no longer eligible for such assistance?
      Yes _____ No _____

   c. Have difficulty in securing employment?
      Yes _____ No _____

   d. Do you now have a job?
      Yes _____ No _____
      If yes, what is your average monthly salary? _____

6. FAMILY STATUS:

   a. Divorced _____
   b. Widowed _____
   c. Married _____
   d. Never Married _____
   e. Separated _____

7. HEAD OF HOUSEHOLD STATUS:

   a. Are you a head of household? Yes _____ No _____

8. NUMBER OF DEPENDENTS: _____

9. NUMBER IN FAMILY HOUSEHOLD INCLUDING YOURSELF: _____

OVER

10. ECONOMIC STATUS:

a. Receiving A.F.D.C. Yes _____ No _____
b. Other Public Cash Assistance Yes _____ No _____

11. PUBLIC AID CASE NUMBER:

_____ _____ _____

12. EDUCATION STATUS:

a. College graduate _____
b. H.S. graduate _____
c. H.S. (GED) _____
d. Dropout _____
e. Post H.S. _____

ARE YOU CURRENTLY A STUDENT? Yes _____ No _____

If so, are you receiving student financial aid? Yes _____ No _____

13. ETHNIC GROUP:

a. White _____
b. Black _____
c. Hispanic _____
d. Asian or Pac. Isle _____
e. Am. Indian./ Alaskan Native _____
f. Other _____

14. NAME, ADDRESS, AND TELEPHONE NUMBER OF SOMEONE WHO WILL ALWAYS KNOW HOW TO CONTACT YOU

15. HOW DID YOU HEAR ABOUT THIS PROGRAM? _____

Applicant's Signature _____ Date _____

Interviewer's Signature _____ Date _____

For Center Use Only

Eligible _____/Ineligible _____ Signature of Certifier: _____

Date: _____

ALTERNATIVES
For Displaced Homemakers

ELGIN COMMUNITY COLLEGE

DONNA RUDY, Director, FOUNTAIN SQUARE CAMPUS, Room 134, Elgin, Illinois 60120, TELEPHONE: (312) 888—6918

GENERAL REFERRAL FORM

DATE	NAME OF REFERRAL	REFERRED TO	BY	FOR	COMMENTS

COURSEWORK CONTRACT

ALTERNATIVES PROGRAM

I. LEARNING OBJECTIVE:

To successfully complete courses with a Grade of "C: or better.

II. METHODS OF PURSUING THE LEARNING OBJECTIVES:

To achieve this purpose, I will:

A. attend ALL classes;
B. arrive at least five minutes before scheduled class time;.
C. complete all assignments on time;
D. ask for tutoring if difficulty with classwork arises;
E. if necessary, make individual appointments with Jante' Cox;
F. contact Jante' Cox after tests are completed to share progress in coursework;
G. when course is completed, I will report my GRADE to Jante' Cox;
H. if it is ABSOLUTELY NECESSARY that I drop a course, I will notify Jante' Cox of my decision and give her a copy of of the "Drop Slip";
I. if one of my classes is CANCELLED, I will turn in the Cancelation slip to Jante';
J. I will report to counseling sessions as set up by Jante' Cox, a convenient time for all concerned.
K. _____

_____

(Additions may be added by student)

III. SUPPORT FROM THE ALTERNATIVES STAFF:

To enable you to attain your chosen educational goal, we will:

A. assist you with the Registration process,
B. assist with necessary forms and appointments for Financial Aid,
C. if eligible, help to arrange for transportation and child care,
D. be available by phone or for individual appointments, Monday through Friday - 9:00 A.M - 4:00 P.M. in the "ALTERNATIVES" Office -Room 134 - 888-6918, or with one of our Coordinators' in Room 107 - 888-7847,
E. set up periodical appointments with student as check-up on class progress,
F. Arrange for tutoring, if necessary,
G. _____

_____

_____

_____

(Additions may be added by ALTERNATIVES Staff)

IV. ALTERNATIVES PARTICIPANT

_____
Signature

DATE; _____

ALTERNATIVES STAFF MEMBER

_____
Signature

DATE; _____

GLS-08/18/86

ALTERNATIVES PROGRAM

JOB PLACEMENT CONTRACT

1. OBJECTIVES:

. To successfully find rewarding employment in my chosen field:

_____

_____

II. METHODS OF PURSUING THE EMPLOYMENT OBJECTIVE:

. To achieve this purpose, I will:
   a. Follow through on all job leads provided by the ALTERNATIVE'S Staff.
   b. Continue in my self-directed job search.
   c. Arrive at least ten minutes early for all scheduled interviews or CALL and re-schedule if unable to keep appointment.
   d. Call or stop by ALTERNATIVES Office after each interview to share the outcome.
   e. Attend the "Job Club" held every Monday in the ALTERNATIVE'S Office, Elgin Community College's Fountain Square Campus, Room 107, until successful job placement has been achieved. 10:30 - 12:30 P. M.
   f. When placed, will remain at least one month.
   g. _____

III. SUPPORT FROM ALTERNATIVE'S STAFF:

. To enable you to successfully attain your chosen position, we will:
   a. Help you to fill out a Computer Aided Placement Form from Elgin Community College.
   b. Keep a listing of available positions in the Office.
   c. Actively contact employers in your chosen field to try to match their needs and your employment goals.
   d. Be available by appointment for practice interviews.
   e. Maintain the "Job Club" for support and sharing during the job hunt. No appointment necessary - Monday, Room 107, Fountain Square Campus - 10:30 - 12:30
   f. Will call your employer ten (10) days after your placement.
   g. _____

IV. SIGNED - ALTERNATIVES PARTICIPANT SIGNED - ALTERNATIVES STAFF

_____ _____

DATE: _____ DATE: _____

2/17/86
gls

SERVICES RECORD

1. Participants Name _____ SS# _____

2. Date Enrolled in Program _____

3. SERVICES RECORD

Service Type	Provided By	Date	Duration (Hours or fraction thereof)	Remarks	Initials of Preparer

7/85

ALTERNATIVAS
A BILINGUAL VOCATIONAL MODEL CURRICULUM

PROJECT STAFF:
Donna Rudy, Director
Angelica Negron, Coordinator
Gladine Schelker, Secretary

ALTERNATIVES FOR DISPLACED HOMEMAKERS PROGRAM
ELGIN COMMUNITY COLLEGE
ELGIN, ILLINOIS

ILLINOIS STATE BOARD OF EDUCATION

Walter W. Naumer, Jr.
Chairman

Ted Sanders
State Superintendent
of Education

DEPARTMENT OF ADULT VOCATIONAL AND TECHNICAL EDUCATION

Vocational Education
Program Improvement Section

JUNE 1987

Contract Number REP-87-II-B-2-4

"Building Opportunity is the single parent and homemaker program of the Illinois State Board of Education pursuant to the Carl D. Perkins Vocational Education Act of 1984."

An Equal Opportunity/Affirmative Action Employer

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material ALTERNATIVAS BILINGUAL VOCATIONAL MODEL CURRICULUM

2. Date material was completed June 30, 1987

3. Please check one: New material ____ Revised material X Field-tested material ____

4. Originating agency ELGIN COMMUNITY COLLEGE

   Address 1700 Spartan Drive, Elgin, Illinois Zip Code 60123

5. Name(s) of developer(s) ANGELICA NEGRON

   Address ELGIN COMMUNITY COLLEGE, 1700 Spartan Drive, Elgin, Il Zip Code 60123

6. Developed pursuant to Contract Number REP. - 88.11 B-2.4

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Arts Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   X Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary X Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   ____ Student ____ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   X Other (Specify) Displaced Homemaker Center Staff and other Job Counseling and Training Centers Staff

10. Student Type:

    ____ Regular ____ Disadvantaged ____ Handicapped
    X Limited-English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

X HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages 115	____ Minutes	____ Minutes	___ B & W
___ Paper bound	___ B & W	___ B & W	___ Color
___ Hard bound	___ Color	___ Color	
X Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No X		
Diagrams: Yes ____	No X		

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No. of frames _____
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___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) _____

No. of frames _____
___ B & W
___ Color
___ Audio

___ Automatic synch
___ _____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

Specify
_____
_____
_____

12. Availability

_X_ One copy free For sale @ $ _____ per copy _____ Not available
_____ In ERIC system (No. _____) _____ Loan copy available

Contact: Name PETER SEIDMAN, Contract Administrator Phone ( ) _____
DAVTE, Research & Development Section
Address ILLINOIS STATE BOARD OF EDUCATION, Zip Code 62777
100 North First Street, Springfield, Illinois

13 Copyright Restrictions:

Contact: Name PETER SEIDMAN, Contract Administrator Phone ( ) _____
DAVTE, Research & Development Section,
Address ILLINOIS STATE BOARD OF EDUCATION Zip Code 62777
100 North First Street, Springfield, Illinois

14 What level(s) of assistance is required to provide implementation of this outcome?

_____ awareness _____ understanding
_____ deciding _X_ implementing

15 Are Consultive/Inservice (or staff development) available? Yes X No _____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16 General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary) (SEE BOTTOM OF PAGE)

17 Person Completing this Abstract ANGELICA NEGRON

Full Address

ELGIN COMMUNITY COLLEGE

1700 Spartan Drive

Elgin, Illinois Zip 60123

16. The ALTERNATIVAS CURRICULUM MANUAL includes complete Curriculum Materials for a two-week, thirty-hour Career Awareness and Job Readiness Workshop for Limited English Proficient Hispanic Adults. Included in the Manual are activities for interests and skills identification, goal setting, application and resume' writing, interview techniques and educational and career planning. Most of the activities are in English and Spanish. Evaluation Forms, a list of resource people, and a Bibliography are also included.

CURRICULUM MANUAL

FOR

"ALTERNATIVAS"

MANUAL de ASIGNATURAS

PARA

"ALTERNATIVAS"

"A Bilingual Training Program for Hispanic Homemakers."

"Un Programa de Entrenamiento Bilingue Para Amas de Casa Hispanas."

ELGIN COMMUNITY COLLEGE

"ALTERNATIVAS" OVERALL PLAN

SESSION	I.	Introduction and Expectations Questionaire Getting Acquainted Exercise Self-Concept
SESSION	II.	Life Experiences Roles I Play Skill Identification
SESSION	III.	Future Fantasy Personal Goals Work Values Party Exercise Occupational Preferences
SESSION	IV.	Decision Making Changes Assertiveness
SESSION	V.	Interest Survey ESL Testing
SESSION	VI.	Job Information Sources Reading Want Ads Filling Out the Application Job Search Questionaire Employee Benefits
SESSION	VII.	Interview Technique Questions/Answers Do's/Don'ts
SESSION	VIII.	Resume' Writing Format Career Objective Sample Resumes Write Your Resume'
SESSION	IV.	Practice Interviews Job Fantasy - Guided Career Imagery Developing Good Work Habits
SESSION	X.	Educational and Vocational Training Available Evaluation

HOJA DE INFORMACION PERSONAL DEL APLICANTE

1. Nombre del aplicante: _____ Fecha _____

   Numero de Seguro Social _____ Telefono _____

2. DIRECCION:

   Numero y Calle _____ Ciudad _____ Condado _____

3. SEXO: Masculino _____ Femenino _____

4. EDAD: _____

5. CALIFICACIONES DEL PROGRAMA:

   a. Ha sido Ud. una ama de casa sirviendo a los miembros de su familia sin recebir sueldo?

      Si _____ No _____. Si contesto si, por cuantos anos?____

   b. Fue Ud. mantenida por otro miembro de su familia pero ya no lo es, o dependia Ud. de la asistencia publica pero ya no es elegible para esta asistencia?

      Si _____ No _____

   c. Tiene Ud. dificultad en obtener empleo?

      Si _____ No _____

      Si trabaja, CUAL ES SU SALARIO MENSUAL? _____

6. ESTADO CIVIL:

   a. Divorciada _____

   b. Viuda _____

   c. Casada _____

   d. Nunca Casada _____

   e. Separada _____

7. POSICION DE JEFE DE FAMILIA?

   a. Es Ud. el jefe de familia? Si _____ No _____

8. NUMERO DE PERSONAS QUE UD. SOSTIENE: _____

9. NUMERO DE PERSONAS EN SU HOGAR INCLUYENDO UD.: _____

10. ESTADO ECONOMICO:

a. Recibiendo Asistencia Publica?

Si _____ No _____

b. Otra Asistencia Publica?

Si _____ No _____

11. NUMERO DEL CASO DE ASISTENCIA PUBLICA:

_____ _____ _____

12. EDUCACION:

a. Graduado de Colegio o Universidad _____
b. Graduado de Escuela Secundaria _____
c. Certificado de Equivalencia (G.E.D.) _____
d. Escuela Primaria _____

ESTA US. ESTUDIANDO AHORA? Si _____ No _____

Esta Ud. recibiendo ayuda moneteria para estudiar?

Si _____ No _____

13. GRUPO ETNICO:

a. Blanco _____
b. Negro _____
c. Hispano _____
d. Asiatico _____
e. Indigena/Alasqueno _____
f. Otro _____

14. NOMBRE, DIRECCION, Y NUMERO TELEFONICO DE ALGUIEN QUE SIEMPRE PUEDA PONERSE EN CONTACTO CON UD.

15. COMO SE ENTERO UD. DE ESTE PROGRAMA? _____

Firma del Aplicante _____ Fecha _____

Firma del Interrogador _____ Fecha _____

PARA USO DE LA OFICINA

Elegible _____ / Inelegible _____

Certificado por: _____

Fecha: _____

SESSION 1

SELF-CONCEPT

GOAL: Getting Acquainted -
Getting to Know Yourself Better.

30 Minutes: 1. ORIENTATION

A. Introduction of Instructor
B. Overview of Program "Introducción"
C. Questionaire
D. Students' Responsibilities - "Para Tener Exito"

30 Minutes 2. GETTING ACQUAINTED

A. Activity I. "Vamos a Conocernos" Exercise.

1 Hour 3. GETTING TO KNOW YOURSELF BETTER

A. Self-Concept Presentation -
Activity 2 - "Quién Soy".

B. How do I feel about myself?
Activity 3 - "Como me Veo"

C. Positive Self-Image -
Activity 4 - "Un Recurso"

D. Successes -
Activity 5 - "Exitos"

20 Minutes 4. SUMMARIZE SESSION

20 Minutes 5. TIME FOR QUESTIONS

Twenty (20) Minutes Allowed for Coffee Break

SESSION I: SELF CONCEPT

GOAL: GETTING TO KNOW YOURSELF BETTER.

OBJECTIVES:

Participants will:

1. Become informed about Program
2. Know what is expected of them
3. Get to know each other.
4. Know the meaning of self-concept.
5. Think about their personal values and traits.
6. Examine their own self-concept.

ACTIVITIES AND PROCEDURES:

1. Orientation:
   - A. This time is used to introduce instructor and participants.
   - B. Instructor presents overview of Curriculum, using "Introduccion" Sheet.
   - C. Instructor presents expectations of participants (Use "Para Tener Exito")
     1. Regular Attendance
     2. Class Participation
     3. Role Playing
     4. Enthusiasm
2. Getting Acquainted:
   Paired Interviews - ACTIVITY I: "Vamos a Conocernos"
3. Getting to Know Yourself Better:
   A: Instructor gives oral presentation on definition of "Self-Concept" and the importance of having a positive self-image. Use "El Concepto Propio" Sheet. Instructor can use the following activities to emphasize and illustrate Self-Concept:

ACTIVITY 2:	Quien Soy?
ACTIVITY 3:	Como Me Veo
ACTIVITY 4:	Un Recurso
ACTIVITY 5:	Exitos

ACTIVITY II:

Quien Soy? "Valores Personales"

. Have participants rate their values from 1 to 21. 1 is the most important and 21 is the least important.
. Discuss and share values of participants, and why these things are important to them.

ACTIVITY III:

"Como Me Veo"

. Have participants complete the hand-out and have oral discussion about having a positive self-concept.

ACTIVITY IV:

"Un Recurso Tan Humano"

. Give hand-out to students. Have them read each sentence orally and discuss the importance or meaning of each.

ACTIVITY V:

Successes

. This activity illustrates how you can feel good about yourself, and about what you've done well in the past.

SELF-CONCEPT

4. Summarize Session
   . Instructor gives brief summary of main points of lesson. Participants are asked to evaluate the session by answering (in writing) the following questions:

   1. What did I learn today about myself?
   2. What did I re-learn?
   3. What activity did I like best?
   4. What did I like least?

5. Time for questions.

INTRODUCTION

The OBJECTIVE OF THIS PROGRAM is to help the participants become more independent and knowledgeable in the areas of decision making, goal settings, making realistic choices, recognising their skills and interests, and deciding what steps to take when choosing a job or career.

This CURRICULUM GUIDE focuses on preparing the Hispanic homemaker to work outside the home. The Program is divided into two parts:

1. To provide information, materials and activities designed to help participants find out about themselves. The first five sessions are designed specifically to aid them to:

   a. get to know each other.
   b. have a more positive self-image.
   c. become aware of their skills.
   d. define and set goals.
   e. learn of values and decision making skills.

2. This portion deals with Job Readiness and Job Seeking Skills. These sessions will help the participants to:

   a. find job information sources.
   b. fill out the application form.
   c. learn interview techniques.
   d. prepare their own resume'.
   e. learn about further educational and vocational training programs available to them in the community.

The PROPOSED SCHEDULE is based on a Program designed for three (3) hour sessions, five (5) days a week, for two (2) weeks. It is suggested that a ten (10) minute break be given after one hour.

The activities included are very effective when presented and discussed in small groups. Groups of nine or ten participants are recommended.

Introducción

Bienvenidas, Amigas!

Este programa es para usted. Está diseñado de manera que usted pueda trabajar sola, con una amiga, o en un grupo. El programa está dividido en varias partes que contienen información, materiales y actividades para ayudarle a conocerse mejor. También le ayudara a obtener las habilidades necesarias para buscar y obtener empleo o para continuar su educación formal.

Este programa toma 30 horas para completar. Diez sesiones de tres horas cada una es recomendado. El programa se puede llevar a cabo en una o dos semanas, dependiendo en las horas disponibles para el estudio.

Las primeras cinco sesiones están diseñadas para ayudarles a conoserse a usted misma mejor. Les ayudará a estar más conciente de sus habilidades, sus intereses, y sus metas para el futuro.

Las próximas cinco sesiones les proveerá información práctica para la búsqueda de empleo. Estas les informara donde encontrar información sobre empleos, como llenar úna solicitud, como prepararse para una entrevista y como escribir su hoja de vida o resumen.

Además, se le informará sobre los programas educativos presentes en su comunidad, y como usted puede obtener ayuda financiera para continuar su educación.

Las actividades incluidas en este programa son muy efectivas cuando presentadas y discutidas en pequeños grupos. Le recomendamos grupos de nueve o diez personas.

¡ Y Ahora, Adelante!

TO BE SUCCESSFUL IN THIS PROGRAM YOU NEED:
PARA TENER EXITO EN ESTE PROGRAMA:

Buena Voluntad	Be Motivated
Habilidad	Be Competent
Responsabilidad	Be Responsible
Trabajar Duro	Be Energetic
Ser Positiva	Be Positive
Tener Buena Salud	Be Healthy
Tener Entusiasmo y Energia	Be Enthusiastic
Apollar-Asistir	Be Supportive/Helpful

CUESTIONARIO

Nombre: _____

Direccion: _____

Lugar de Nacimiento: _____

Telefono: _____

1. Donde averiguo Ud. de este programa? _____

   _____

2. En que tipo de trabajo esta Ud. empleado o interesado?
   (Puede citar mas de uno).

   _____

   _____

3. Que tipo de trabajo le gustaria buscar despues de la clase? Es diferente de lo que esta haciendo ahora?

   _____

   _____

4. Que tipo de informacion le gustaria obtener en esta clase?

   _____

   _____

5. Necesita informacion sobre educacion o entrenamiento de algun tipo? Que tipo?

   _____

   _____

6. Que habilidades tiene Ud. en este mamento que se puede aplicar a otro tipo de trabajo?

   _____

   _____

7. Tiene algunos problemas que necesita resolver para obtener empleo?

   _____

8. Tiene otro comentario o ideas para la clase - cosas que le gustaria saber o hacer?

   _____

VAMOS A CONOCERNOS

Divida las participantes en pares. Cada mujer entrevista a su companera por cinco (5) minutos cada una. Deben todas saber por lo menos cinco (5) cosas sobre su companera para compartirlas con el grupo. Cuando termina la entrevista el grupo se reune de nuevo. Cada persona toma su turno presentando a su companera al grupo. Puede comenzar diciendo, "Esta es mi nueva amiga _____(nombre). Ella esta aqui porque _____."

Todos deben participar en esta actividad. El instructor debe comenzar si las participantes no quieren empezar. Las preguntas que se hacen en la entrevista pueden ser sobre sus intereses, pasatiempos, familia, y sus metas y suenos.

Algunas preguntas que se pueden hacer son:

1. Como te llamas?
2. De donde eres?
3. Que te gusta hacer?
4. Que haces en tu tiempo libre?
5. Que deseas hacer en tu futuro?
6. Que tiempo llevas aqui?

El Concepto Propio

Estudios recientes han demostrado que nuestro Concepto Propio, O como nos sentimos sobre nosotros mismos, tiene mucho que ver con nuestras actividades diarias. Pero mas importante, tiene que ver con nuestra habilidad en la escuela, con la clase de trabajo que escogemos, y con la forma que desempeñamos ese trabajo.

El Concepto Propio se puede definir como las ideas y creencias que tenemos cuando hablamos de nosotros mismos. Esto incluye como yo me veo, como yo pienso que otros me ven, como yo quisiera ser, y como me gustaría que otros me vieran.

El Concepto Propio se va formando desde la niñez. Nuestra identidad se va formando de acuerdo a como nos tratan nuestros padres, nuestra familia, y nuestros amigos. Entonces, quién somos? Somos el total de nuestras experiencias.

Para tener un buen concepto propio tenemos que:

___ Conocernos bien
___ Aceptar como somos
___ Saber como cambiar
___ Estar dispuestos a mejorar
___ Comprender nuestra cultura
___ Tener metas razonables
___ Vivir cada dia completamente
___ Tener apoyo de nuestra familia y nuestros amigos.

Quién Soy?

VALORES PERSONALES

ponga numero 1 cerca de lo más importante, 2 a la siguiente, etc.

SOY

_____ ambicioso

_____ me gustan ideas nuevas

_____ capaz

_____ amable, alegre

_____ limpio

_____ tengo coraje

_____ listo perdonar a otros

_____ me gusta ayudar a la gente

_____ honesto, sincero

_____ imaginativo, creativo

_____ independiente

_____ inteligente, reflectivo

_____ lógico

_____ cariñoso

_____ obediente

_____ cortés

_____ tengo mucho control personal, mucha disciplina

_____ responsable

_____ puntual

_____ saludable

_____ leal

COMO ME VEO

1. Cinco cosas que me gustan de mis cualidades, habilidades, valores,etc.

a/

b/

c/

d/

e/

2. Cinco cosas que hago o sé hacer muy bien.

a/

b/

c/

d/

e/

3. Tres cosas buenas que otros piensan de mí

a/

b/

c/

4. Como he usado en el trabajo las cosas que mencioné en no. 2.

5. Cinco cosas importantes que me gustaría hacer en la vida.

a/

b/

c/

d/

e/

TITLE: "Un recurso tan humano precioso . . . llamado mujer"
GROUP SIZE: Group
MATERIALS: Task Sheet and pen
TIME: 20 minutes
PROCEDURE: Read the sentences aloud. If needed, translate the sentences into English. Talk about each of these. What is the main message that is given here? Is this a philosophy? Is this an attitude? Why?

Yo cuento, Yo valgo, Yo puedo, Soy Unica! Aceptemonos Como Somos!

- Una de las aventuras mas grandes en la vida es la de conocerse mejor
- Necesitamos descubrir lo que nos hace feliz, lo que nos anima, lo que nos da razón para vivir.
- Necesitamos vivir para algo, para descubrir nuestra vocación y misión en esta vida.
- Necesitamos vivir con entusiasmo, con vigor y con determinación
- Necesitamos seguir adelante, pase lo que pase, pero adelante con dignidad, con confianza, con orgullo de no solo ser quien somos pero de nuestra raza, nuestra cultura, nuestro idioma . . . .

TRAINER'S INSTRUCTIONS: Conduct a discussion on why it is important for women, especially Hispanas, to perceive themselves positively, in order to develop a personal philosophy.

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

EXITOS

1. Divida su vida hasta el presente en tres etapas. Como divida usted los años es su decision.* En la parte inferior, ponga sus exitos y sus logros en estas tres etapas de su vida. Estas son cosas que son importantes para usted. No tiene que ser de gran magnitud, sino cosas que sean Importantes Para Usted.

Etapa 1	
Etapa 2	
Etapa 3	
*Ejemplo	1. Niñez 2. Adolecencia 3. Adulto

SESSION II

SKILLS AWARENESS

GOAL: To Become Aware of the Skills You Possess

20 Minutes: 1. Review Previous Lesson

40 Minutes 2. Family History

A. Activity 1. "Mi Familia"

60 Minutes: 3. Skills Awareness

A. Skills Presentation
B. The Many Roles I Play
. Activity 2 - "Papeles que Hago"
C. Life Skills
. Activity 3 - "Habilidades"
D. Skills Learned in Previous Jobs
. Activity 4 - "Empleo - Habilidades"
E. Life Skills Form
. Activity 5 - "Lista de Habilidades"

20 Minutes: 4. Summarize Session

20 Minutes: 5. Time for Questions

SESSION II

SKILLS AWARENESS

GOAL: To Become Aware of the Skills You Possess

OBJECTIVE: Participant will be able to:

1. Analyze his/her life history and discuss how it may affect his/her future
2. Define and discuss "Skills"
3. Define "Life Skills" and list those possessed
4. Make a list of past jobs and skills obtained from these jobs.
5. Understand that skills used in everyday activities can be transferred to a job situation.

ACTIVITIES AND PROCEDURES:

1. Review Previous Lesson
2. Family History
   . Activity I - "Mi Familia":
   Write a short autobiography. Share some of the important parts of your childhood and other memories. Discuss how these may affect your future in terms of raising your children, your career choice, your desire for higher education, and the things you learned to do.

3. Skills Awareness
   . Activity 2 - "Los Papeles que Hago Diariamente":
   Complete the sentences. Share and discuss answers with group.

   . Activity 3 - "Habilidades"
   Read Life Skills list. Think about your daily activities and share with group some of the skills you have used.

   . Activity 4 - Write down the jobs you've had and the skills learned in these jobs. Are these different from the Life Skills?

   . Activity 5 - "Lista de Habilidades":
   From your autobiography and other activities, draw out all the skills you possess. Organize and list in this form. Add any other skills that come to mind. Keep this list and use when applying for a job or interviewing.

4. Summarize Session
   . Instructor summarizes concepts covered using the objectives in this session.
   . Have participants answer Summary Questions. (Session I)

5. Time for Questions.

TITLE: "Mi Familia"

GROUP SIZE: Group

MATERIALS: Your completed autobiography form

PROCEDURE: In a small group with 5-6 other mujeres, share the things which you remember about your childhood. Are there some questions that your whole group answered similarly? Why is that? Were your childhood experiences similar or different? How do your memories about the way you were raised influence the way you raise your own children?

TRAINER'S INSTRUCTIONS: Draw the participants out, asking these additional questions:

- Was your family large or small? Did you have members of your extended family-grandparents, cousins, aunts, uncles-living with you?
- Where did you come into it - as the oldest, middle or youngest child? Did that make a difference through the years?
- Did your family place importance on the "value" of a formal education?
- Did the family speak Spanish or English at home?
- As a youngster, who did you play with: boys or girls, relatives or friends, alone or with others?
- Were your playmates of the same cultural background as you?
- Did both of your parents work? Were they strict or permissive with you?
- What was your family life like? What did you do together? Is there a particular relative to whom you feel closest?
- How does your own family now compare with that of your childhood?

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

LOS PAPELES QUE HAGO DIARIAMENTE

1. Yo Soy

2. Como madre yo

3. Como hija yo

4. Mi Trabajo

5. Yo me siento

6. Yo quiero

7. Como mujer soltera yo

8. Como madre soltera yo

9. Como cabeza de mi familia yo

10. Mi meta principal en mi vida es

SOY MUJER, MADRE, ESPOSA, AMIGA, AMANTE, HERMANA, HIJA, NOVIA.

SOY COCINERA, CHOFER, ENFERMERA, SECRETARIA, PSICÓLOGA, ECONOMISTA, CONSEJERA, MAESTRA, SUPERVISORA.

SOY AMA DE CASA.

Habilidades

Aqui hay una lista de habilidades. Lea la lista. Piense en las cosas que usted puede hacer. ¿Tiene usted alguna de estas habilidades?

ORGANIZAR: Esto significa hacer que las cosas o las personas trabajen bien juntas. También significa buscar todas las cosas necesarias para hacer un proyecto. ¿Tiene usted una familia? Entonces usted organiza las actividades diarias para ellos. Usted organiza: Los artículos necesarios para coser. Si usted tiene un taller, usted organiza los materiales y herramientas que usa para construir cosas.

SEGUIR INSTRUCCIONES: Esto significa seguir instrucciones escritas para armar una bicicleta, construir gabinetes, o coser una piesa de ropa usted sigue instrucciones cuando le dicen oralmente como llegar a un lugar nuevo. Si usted lee un manual para reparar algún aparato, usted tiene la habilidad de seguir instrucciones.

SUPERVISAR: Tal ves usted tiene niños o hermanos menores. Si usted cuida de ellos, les organiza actividades, lesda de comer, los lleva a diferentes lugares y se encarga de su bienestar, usted tiene esta habilidad. Le gusta dirigir un comité, un coro, una producción teatral? Esto también es supervisar.

ENSEÑAR: Quizás usted ayuda a alguien a aprender a cocinar, coser, o a construir algo. Ayudar a las personas a leer, escribir, o resolver un problema es enseñar. Si usted ha hecho algunas de estas cosas, usted tiene la habilidad de enseñar.

LLEVARSE BIEN CON LA GENTE: ¿Le gusta a usted hablar con la gente? ¿Se entiende bien con los demás? Tal vez le gustaria trabajar con el publico. Su habilidad le ayudará a desempeñar esta clase de trabajo.

HACER Y REPARAR COSAS: ¿Puede usted cocinar, coser, reparar aparatos electricos, reparar puertas y ventanas? Esta habilidad le puede ayudar a conseguir un trabajo donde trabaje con las manos.

ACTIVITY 4

JOBS - EMPLEOS	SKILLS LEARNED - HABILIDADES

LISTA DE HABILIDADES

NOMBRE:

DIRECCION:

TELEFONO:

HABILIDADES

ORGANIZANDO _____

_____

_____

SEGUIR INSTRUCCIONES _____

_____

_____

SUPERVISAR _____

_____

_____

ENSENAR _____

_____

_____

LLEVARSE BIEN CON LA GENTE _____

_____

_____

HACER Y PEPARAR COSAS _____

_____

_____

OTRAS AREAS _____

_____

_____

SESSION III

SETTING GOALS

GOAL: To Begin Setting Attainable Goals

20 Minutes: 1. Review Previous Lesson

45 Minutes: 2. Define Goals

A. Short Term Goals

B. Long Term Goals

C. ACTIVITY 1: "Fantasia"

D. ACTIVITY 2: "Mi Futuro"

1 Hour: 3. Thinking About Different Work Situations

A. ACTIVITY 3: "Valores Respecto a las Carreras"

B. ACTIVITY 4: "La Fiesta"

C. Personality Types -

ACTIVITY 5: "Preferencia de Ocupaciones"

20 Minutes: 4. Summarize Session

15 Minutes: 5. Time for Questions

20 Minutes: Allowed for Break

SETTING GOALS

GOALS: To begin setting attainable goals.
To start thinking about the work situation desired.

OBJECTIVES: Participants will be able to:

1. Define "Goals".
2. Differentiate between Short Term Goals and Long Term Goals.
3. Choose a Major Goal and Break It into Smaller Parts.
4. Talk about Values related to the Career of their choice.
5. Recognize different Personality Types and what Occupations fit that Personality.

ACTIVITIES AND PROCEDURES:

1. Review previous day's lesson by Asking Questions related to the Topic discussed.
2. Instructor Presentations: "Metas"
   A. Definition: Long Term/Short Term Goals; Realistic/Unrealistic Goals.
   B. Instructor can use Activities 1 and 2 to illustrate and practice Goal Setting.

ACTIVITY 1: Future Fantasy: "Fantasia"
. Students are to complete each sentence indicating where they would like to be, or what they would like to be doing in six months, one year, etc. Oral Discussion follows.

ACTIVITY 2: My Future: "Mi Futuro"
. Participants are to choose three (3) Major Goals for the future and break them into smaller parts. These should be Attainable Goals. Also a Time Frame should be set up in which to comfortably accomplish the goals.

3. Thinking about Different Work Situations:
   A. Teacher Presentation on Work Values and Career Choices.

ACTIVITY 3: "Valores Respecto al Trabajo"
. Students are to number the Groups of Values that are most important to them. Write Number 1 next to the group that is Most Important; Write Number 2 next to the Second Most Important, etc., until they get to Number 6, which should be the Least Important to them. When finished, hold Oral Discussion of the Values and why they are important in their Career Choice.

ACTIVITY 4: "La Fiesta"
. Students are to read the different descriptions of the Personality Types. Then they are to pretend that they are at a party where these people are grouped according to their likes and dislikes. Which group would they join first if they had a choice? Which second? Which group would they join third? Only three (3) choices should be given. After students complete making their choices, have Oral Discussion as to why they chose that particular group.

Activity 5: "Preferencia de Ocupaciones"
. Give List to Students to read and have Oral Discussion as to why each type of person prefers those occupations. What about the participants themselves? Which of these do they prefer? If the participants chose "A" as the First Group they would join, would they choose the corresponding occupation also?

Activities 3, 4, and 5 are used to help the participants decide what kind of work situation they would prefer and to show how work values and personality traits should be considered before making a decision on a career.

4. Summarize Session
   . Use Evaluation Questions and Objectives of Session to Summarize the Lesson.

5. Time for Questions.

METAS

Una meta es una cosa que nos gustaría hacer en el futuro. Piense:

1. Qué quiero ser?
2. Qué me gustaría hacer?
3. Que quiero lograr en mi vida?

Como mujer hispana no nos han enseñado a planear para nuestro futuro-Generalmente nuestros esposos o nuestros padres nos decían como actuar y que debiamos hacer. Pero hoy en día, muchas de nosotras elegimos vivir solas o somos forzadas a vivir solas. Entonces, es muy importante decidir lo que queremos hacer con nuestras vidas, por lo tanto, debemos saber como escoger metas realistas. Hay dos clases de metas. La primera clase son metas de corta duración. Estas son metas que se pueden realizar en un límite de tiempo determinado; por ejemplo, digamos que una de sus metas es obtener empleo. Esta meta se puede realizar en corto tiempo. Posiblemente, usted pueda obtener un empleo en dos o tres semanas.

En cambio, Si usted desea recibirse de enfermera esta es una meta de larga duración. Si usted no tiene su diploma de escuela secundaria, tendrá que obtenerlo. Para esto, usted tendrá que asistir a clases de preparación para el G.E.D. Además, tendrá que registrarse en un Colegio o Universidad para estudiar cursos especiales de enfermería. Esta preparación se puede tomar de dos a cuatro años, dependiendo en su especialidad. Esta meta, entonces, es una meta de larga duración.

También hay metas realistas y otras que son inalcansables. Si usted desea hacerse cirujano, pero no le gusta ver la sangre, ni le gusta estudiar Ciencia, entonces podemos decir que esta meta no es realista. Sus metas deben estar de ocuerdo con sus intereses, sus gustos y sus habilidades. Metas realistas son esas que están a su alcance. Pero sí necesitamos planear nuestro futuro. Si tenemos objetivos claros para nosotras, estos nos inspiran a sentirnos más libres, a tener más entusíasmo, y a tratar de superarnos más y más cada día. Las metas nos motivarán a llegar a ser "La mujer que quiero ser".

FANTASÍA

1. ¿Dónde quiero yo estar en seis meses?

2. ¿En un año?

3. ¿En tres años?

4. ¿En Cinco Años?

5. ¿En Diez años?

6. ¿En Veinte años?

" Mi Futuro"

Instrucciones: Llene la hoja. Escriba tres metas importantes. Divida cada una en tres o cuatro partes pequenas.

Ejemplo: Meta 1: Obtener un empleo.
Partes Pequeñas: 1) Terminar este programa, 2) Buscar quien me cuide los ninos, 3) buscar información sobre diferentes oportunidades de trabajo.

Meta 1. _____

Divide en partes pequeñas _____

1. _____
2. _____
3. _____
4. _____

Meta 2. _____

1. _____
2. _____
3. _____
4. _____

Meta 3. _____

1. _____
2. _____
3. _____
4. _____

Decida que tiempo le tomará para realizar estas metas y ponga una fecha para completarlas.

VALORES RESPECTO AL TRABAJO

Este resumen le puede ayuda con la comprensión de valores respecto al trabajo.....,
es una consideracion importante cuando uno esta escogiendo un trabajo.....

Aquí hay un resumen de 18 valores. Están divididos en grupos de tres. Ponga el número uno (1) en el grupo mas importante para usted, número dos (2) en el siguiente y siga hasta llegar al número seis (6) que sera el menos importante para usted.

_____ tener buen sueldo
trabajar con personas importantes
tener seguridad de trabajo

_____ hacer una cosa de belleza artistica
crear cosas
explorar ideas

_____ ayudar a la gente
hacer un mundo mejor
trabajar con la gente

_____ tener un trabajo divertido
no tener horario estricto
planear mi propio trabajo

_____ trabajar independientemente
construir sistemas de computadoras
tomar responsabilidad de todo

_____ seguir instrucciones
organizar cosas
estar siempre limpio

PROFECIONES Y OFICIOS

PROFECIONES Y OFICIOS. Piensa en las siguientes preguntas y preparate para comentarlas con un(a) companero(a) de clase.

1. Cuales son mis habilidades? Algunas son:

   artistica
   cientifica
   administrativa
   directiva
   social
   intelectual
   linguistica
   manual
   matematica
   mecanica
   musical
   ???

2. Cuales son mis intereses y objectivos? Algunos son:

   la seguridad en el empleo
   la fama y el prestigio
   la posicion social
   el tiempo libre (free)
   el trabajo social
   la variedad y la diversion
   la creatividad
   la actividad fisica
   ser director
   el trabajo social
   el trabajo con animales
   el trabajo con plantas
   el trabajo con otras personas
   ganar mucho dinero
   ser independiente
   ser vendedor(a)
   resolver problemas dificiles
   ???

3. Que profesiones y oficios son populares en estos dias?

el (la) abogado-a (lawyer)
el actor la actriz
el (la) agente de bienes raices (real estate agent)
el (la) agente de viajes (travel agent)
el ama de casa (homemaker)
el (la) artesano-a
el (la) artista
el (la) banquero-a
el bombero (fireman)
el carpintero
el (la) cartero-a
el (la) dentista
el (la) escritor-a
el (la) farmaceutico-a
El hombre la mujer de negocios
el (la) medico-a
el (la) musico-a
el (la) periodista
el (la) politico-a
el (la) profesor-a
el (la) programador-a de computadora
el (la) psicologo-a
el (la) psiquiatra
el (la) secretario-a
el (la) soldado-a (soldier)
el (la) vendedor-a

COMO SOY YO? Escribe un parrafo corto en espanol decribiendo tus habilidades intereses y objetivos.

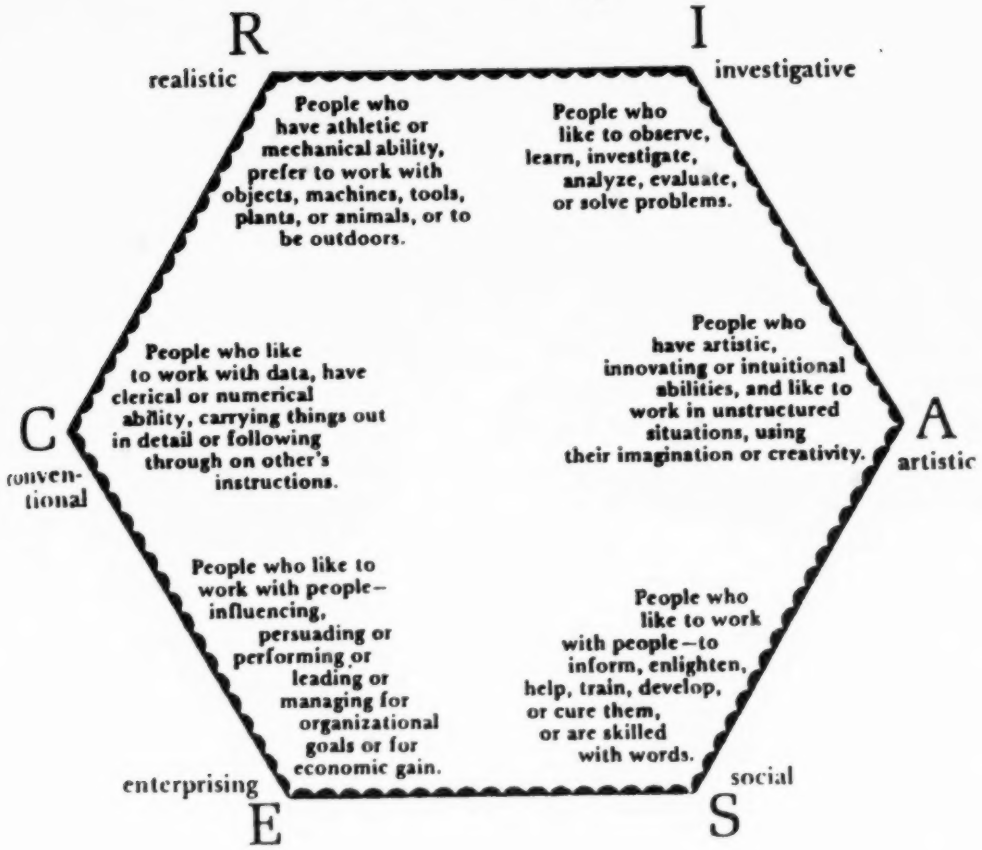
CONSEJERO-A DE PROFESION (vocational counselor) Describete a un(a) companero-a de clase. Esa persona te dara un analisis de tus habilidades y te comentara en forma escrita posibles oficios o profesiones.

ENTREVISTA. Usa las siguientes preguntas para iniciar una entrevista.

1. Que es tu padre?
2. Que es tu madre?
3. Que deseas ser tu?
4. Por que deseas ser eso?
5. Es considerada una profesion buena? dificil?
6. Es posible ganar mucho dinero?
7. Es necesario estudiar mucho para ser eso?
8. Hay actividad fisica? tiempo libre?

From ¡Vamos! by Kenneth Chastain. Boston: Heinle & Heinle, 1985.

The Party


R
realistic
People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.
I
investigative
People who like to observe, learn, investigate, analyze, evaluate, or solve problems.
A
artistic
People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.
S
social
People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
E
enterprising
People who like to work with people—influencing, persuading or performing or leading or managing for organizational goals or for economic gain.
C
conventional
People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.

1

Which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (Leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner here:

2

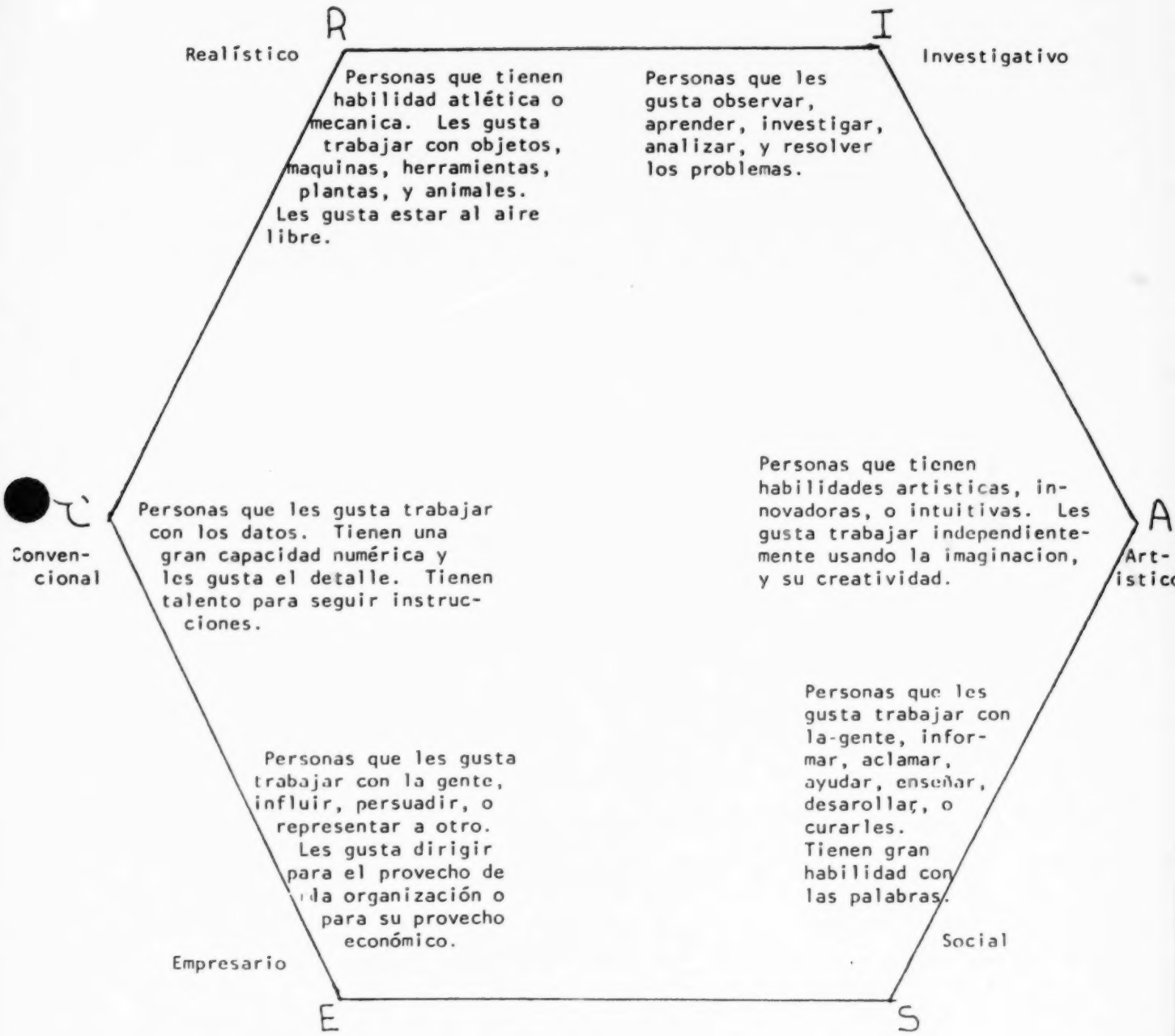
After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner here:

3

After fifteen minutes, this group too leaves for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner here:

Activity 4

LA FIESTA


R
Realístico
Personas que tienen habilidad atlética o mecanica. Les gusta trabajar con objetos, maquinas, herramientas, plantas, y animales. Les gusta estar al aire libre.
I
Investigativo
Personas que les gusta observar, aprender, investigar, analizar, y resolver los problemas.
A
Art-istico
Personas que tienen habilidades artisticas, innovadoras, o intuitivas. Les gusta trabajar independientemente usando la imaginacion, y su creatividad.
S
Social
Personas que les gusta trabajar con la-gente, informar, aclamar, ayudar, enseñar, desarollar, o curarles. Tienen gran habilidad con las palabras.
E
Empresario
Personas que les gusta trabajar con la gente, influir, persuadir, o representar a otro. Les gusta dirigir para el provecho de la organización o para su provecho económico.
C
Convencional
Personas que les gusta trabajar con los datos. Tienen una gran capacidad numérica y les gusta el detalle. Tienen talento para seguir instrucciones.

Preferencias de Ocupaciones

1. Realístico- Estas personas prefieren ocupaciones como:

    1. Mecánico
    2. Ingeniero
    3. Electricista
    4. Guarda bosque
    5. Operador de Maquinas
    6. Diseñador de herramientas
    7. Trabajos técnicos

2. Investigativo- Estas personas prefieren trabajos como:

    1. Astrónomo
    2. Biólogo
    3. Químico
    4. Escritor técnico
    5. Boticario

3. Artístico- Estas personas prefieren trabajos como:

    1. Artista, Pintor
    2. Autor
    3. Compositor
    4. Músico
    5. Director
    6. Conductor de Orquesta

4. Social- Estas personas prefieren ocupaciones como:

    1. Psicólogo
    2. Misionero
    3. Maestro
    4. Consejero
    5. Vendedor

5. Empresario- Estas personas prefieren trabajos como:

    1. Ejecutivo de Negocios
    2. Político
    3. Vendedor
    4. Productor de Televisión
    5. Gerente

6. Convencional- Estas personas prefieren ocupaciones como:

    1. Interrogador en banco
    2. Tenedor de libros (Cuentas)
    3. Oficinista
    4. Financiero
    5. Estadistica
    6. Mantenimiento

SESSION IV:

DECISION MAKING

GOAL: To Improve Decision Making Skills and Become More Assertive.

20 Minutes: 1. Review Previous Lesson

30 Minutes: 2. Strategy for Decision Making

A. Five Steps - Teacher Presentation

B. ACTIVITY 1: "Las Decisiones"

30 Minutes: 3. Change

A. ACTIVITY 2: "En la Casa y con la Familia"

B. ACTIVITY 3: "Que Quiere Cambiar?"

C. ACTIVITY 4: Exercises on Change

40 Minutes: 4. Assertive Communication

A. Definition and Presentation

B. ACTIVITY 5: "Cuestionario"

20 Minutes: 5. Summarize Session

20 Minutes: 6. Time for Questions

20 Minutes: Allowed for Break

SESSION IV:

DECISION MAKING

GOAL: To Improve Decision Making Skills and to Become More Asservice.

OBJECTIVES:
1. Follow the Five (5) Steps in Decision Making Strategy.
2. Rate Their Ability to Decide on Important Issues.
3. Understand that Change is Difficult.
4. Decide What Changes Must Be Made Before Going to Work.
5. Define "Assertive Communication: and Decide for Themselves Whether They Need to be More Assertive.
6. Know What They Need to Change in Order to Become More Assertive.

ACTIVITIES AND PROCEDURES:

1. Review Previous Lesson
2. Strategy for Decision Making:
   A. Teacher Presentation - Read and Explain the Five (5) Steps to Follow. Instructor can ask a student to share a decision that he/she must make and take that decision through the steps mentioned in the Strategy to illustrate the process.
   B. Activity 1: "Las Decisiones"
      . Students are to read the eleven (11) sentences and rate them according to their ability: 1 - Excellent, 2 - Good, 3- Not Too Well, and 4 for "Need More Practice". Then hold discussion about a critical decision made in the past.
3. Change:
   A. Teacher Presentation about Change and the Conflict it may bring.
   B. Activity 2: "En la Casa"
      . Give Handout to students and have each student read a sentence and explain the importance of each and perhaps expand on that idea.
   C. Activity 3: "Que Quiere Cambiar?"
      . Have students write six (6) things they would like to change about themselves. Discuss some of these orally.
   D. Activity 4: Hand Clasp or Arm Folding Exercise to illustrate how change may cause discomfort.
4. Assertive Communication:
   A. Teacher Presentation:
      . Definition and Discussion using Material provided.
   B. Activity 5: "Questionaire"
      . Have students answer the questions and have them choose a few that seem more important to them and explain why they are important.
5. Summarize Session using Evaluation Questions and Objectives.
6. Time for Questions.

Cinco Pasos Para Hacer Decisiones

Paso I **Clasifique la Situación**

Debe comprender la situación bien. Decida sus metas y sus valores en cuanto a esta situación. Decida qué es lo que quiere. ¿Es un cambio lo que desea? ¿Cuál seria la solución ideal? ¿Qué tiempo tiene para decidir?

Paso II **Busque las Alternativas**

Busque la forma de conseguir lo que desea. ¿Qué han hecho otras personas en una situación parecida? ¿Qué puede leer que le ayude a encontrar una solución? ¿Mientras más alternativas tenga, mayor es la posibilidad de encontrar una solución aceptable.

Paso III **Identifique la Criteria**

Haga una lista de las normas o reglas que va a utilizar para que su solución sea aceptable. Por ejemplo, ¿Qué valores estan envueltos? ¿Hay suficiente tiempo para resolver la situación? ¿Cuánto dinero o fuentes tiene para utilizar? ¿Quién me puede ayudar?

Paso IV **Estudie las Alternativas y Tome una Decisión**

Jusgue cada alternativa de acuerdo con sus normas o reglas. Jusgue cada alternativa en cuanto a probabilidad, deseo y riesgo. Si no está contenta con sus alternativas, busque otras, reexamine las que ya tiene o cambie sus reglas. Ahora escoja la mejor alternativa.

Paso V **Determine un Plan de Acción y Sígalo**

Haga un plan para efectuar su decisión. Mientras usted toma la acción decidida, usted obtrendrá nueva información. Si es necesario, repase su plan de acción para asegurarse que va hacia su meta.

LAS DECISIONS

1. Excelente
2. Tengo que cultivar un poco más mis habilidades.
3. Para ser verdaderamente bueno, tengo que aprender más.
4. Necesito mucho más experiencia para hacerlo en una manera aceptable.

1. Sé como averiguar lo que quiero saber. (o necesito saber).
2. Sé distinguir entre lo importante y lo que no tiene que ver con la decisión.
3. Sé usar la información y aplicarla a una decisión buena.
4. Sé mis valores y como aplicarlos a una decisión.
5. Sé como distinguir una decisión crítica de una decisión ordinaria.
6. Sé como clarificar mis objetivos.
7. Sé usar mis objetivos, valores, y ideas para establecer objetivos (mis propios objetivos.)
8. Sé construir nuevas alternativas o acciones posibles cuando no sean satisfactorias las que ya existen.
9. Sé como escoger entre alternativas cuando hay una cantidad de ellas.
10. Sé estimar la probabilidad de que si vaya a ocurrir algo o no.
11. Tengo una estrategia para decisiones críticas.

Cuál es mi estrategia para decisiones críticas? Puedo pensar en una decisión crítica que hice en el pasado?

EN LA CASA Y CON LA FAMILIA

Voy a buscar un trabajo...

- necesito que todos los miembros de mi familia me ayuden y me apoyen
- todos tienen que ayudar en el trabajo de la casa...todos tienen quehaceres - algo que puedan hacer en casa
- necesito establecer un calendario - marcar eventos especiales y fechas importantes
- necesito hacer una lista de tareas para todos en la familia
- yo no puedo con todas las responsabilidades, tengo que ver que pueda hacer y que pueda eliminar
- tengo que aprender a hacer el trabajo de casa en una manera mas facil y mas rapida y no se tiene que hacer todo cada dia

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

Como Cambiar

El cambio es dificil para la mayor parte de las personas. Si queremos cambiar, tenemos que hacer un gran esfuerzo. Para poder cambiar debo recordar que:

____ El cambio lo tengo que comenzar yo misma.

____ Yo tengo que tomar responsabilidad por el cambio que quiero hacer en mi vida.

____ Haciendo metas para el futuro nos inspira para empesar a cambiar.

____ Todo podemos cambiar. Empecemos con la idea que sí se puede cambíar; Sí podemos hacer algo. Sí podemos mejorar nuestras vidas.

____ Aprendiendo a usar nuestros talentos y habilidades nos ayudará a mejorar nuestra situación económica.

____ Tenemos que fijarnos en los cambios culturales que haremos cuando empecemos a vivir diferentes vidas.

____ Algunos cambios serán dificiles porque quizás a nuestra familia no les guste, Con cambios a veces hay duda, dolor, y conflictos.

____ Pero si de veras queremos cambiar, vamos a empesar ahora.

____ Además de esto, necesitamos tener control propio, ser flexibles, aprender a acostumbrarnos al cambio, y ser persistentes.

____ Cuando hacemos un cambio positivo, debemos sentirnos orgullosas de haberlo hecho.

Activity 3

TITLE: "Vamos a ver . . . . . que quiere cambiar?"

GROUP SIZE: Individual work, then group discussion.

MATERIALS: Task sheet and pencil

TIME: Approximately 15 minutes for individual work; then 5 minutes per woman for group discussion.

PROCEDURE: Fill out this task sheet and discuss as a group.

Yo se que usted tiene mucho que hacer. Pero, no mate el tiempo soñando y no se de por vencida. Empieze hoy a hacer cambios en su vida.

Ponga aquí 6 cosas que necesita ud. cambiar o que le causan a usted problemas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Ahora - piense - como puede usted, cambiar esto - y si no se puede cambiar - Que mas se puede hacer?

TRAINER'S INSTRUCTIONS: Discussion. Elicit a volunteer(s) who would be willing to share something she wants to change, but is having difficulty in so doing. Ecourage the group to offer suggestions.

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

Arm Folding Exercise

Activity 4

Objective:

To demonstrate one's innate resistance to change - or to being changed.

Procedure:

Ask the group to fold their arms in front of them. Tell them that they should not glance down to identify which arm rests on top of the other. Then ask them to quickly unfold their arms and refold them the opposite way (i.e., if the left arm was initially on top, it should now be underneath the right arm).

Discussion Questions:

1. Why did you find this awkward? (It was a change from years of old habits)
2. How does it feel in this new position? (Uncomfortable)
3. If even this slight physical change may have some built-in resistance, what implications does this have for more substantial physical and intellectual change?

Materials Required:

None

Approximate Time Required:

5 minutes

Source:

Unknown

Hand Clasp

Activity 4

Objective:

To demonstrate how forced change may cause discomfort and therefore resistance.

Procedure:

In discussing change and acknowledging that many of us admittedly resist any kind of change, suggest that you would like to illustrate your point. Ask the group to simply clasp their hands with their fingers interlocked in a prayerful fashion.

Tell the group to glance down to see how their thumbs and fingers are interlaced. Now, have them pull their hands apart and reclasp them the exact opposite way (i.e., if one's left thumb were on top initially, the right thumb would now be on top). Point out that for some, this physical change presents no problems, but for most of us, even this slight physical change causes discomfort or simply feels awkward. Therefore, the chances that we will sustain such a behavior are relatively limited.

Discussion Questions;

1. Did any of you feel uncomfortable with your fingers in the new position? Why?
2. "People resist change." Do you agree? If so, why?
3. What are some techniques we can employ to reduce resistance to change?

Materials Required:

None

Approximate Time Required:

5 minutes

Source:

Unknown

La Comunicacion Directa

Nuestra cultura nos ensena que tenemos que ser siempre "amables" y "atentas". Nadie nos ha dicho que hay veces que esto no se puede hacer. No siempre puede ser uno "amable," especialmente cuando otros no nos tratan bien y nos hacen sentir mal o inferior.

Nosotras no sabemos como:

-"defendernos" con palabras en la misma manera en que lo hacen los hombres.

-pedir algo firmemente que deseamos.

-ser fuertes, y no tomar todo en una manera personal, no llorar, pero aceptar recomendaciones como algo que se tiene que aceptar o que nos pueda ayudar.

Hoy en dia, y aun mas en el mundo del trabajo, necesitamos a veces usar palabras y tomar otras acciones que son dificiles para una Hispana, para una mujer. "Assertive" significa un cambio bastante grande para nosotras. Tenemos que aprender a ser mas abiertas, mas directas y hablar francamente si algo no esta bien, nos ofende, o nos molesta. Esto toma tiempo. Es sumamente dificil pra nosostras participar abiertamente en el salon de clase, en una organizacion, o en cualquier grupo grande. Todo esto se puede aprender. Necesitamos practicar y participar.

Comunicacion Directa

Cuestionario

Activity 5

Instrucciones: Las siguientes prequntas le ayudaran a decidir si usted practica la comunicación directa. Escoja el número que mejor la describe a usted. Si la situación es desconocida, imagine lo que usted haría en un caso parecido. Escoja 1 si usted nunca hace esto; 2 raramente; 3 algunas veces; 4 generalmente; 5 siempre. Sea Honesta en su respuesta.

1.	Yo pienso por mi cuenta y hago mis propias deciciones	1 2 3 4 5
2.	Yo acepto galanterias o piropos bien.	1 2 3 4 5
3.	Yo me siento bien cuando estoy con gente rica, educada, o bien conocida.	1 2 3 4 5
4.	Yo puedo hablar de mis sentimientos abiertamente.	1 2 3 4 5
5.	Cuando alguien me corta al frente en una fila, yo digo algo.	1 2 3 4 5
6.	Si no comprendo algo, yo pido que me lo expliquen.	1 2 3 4 5
7.	Cuando tengo culpa, lo reconozco.	1 2 3 4 5
8.	Yo tomo decisiones y acepto las consecuencias.	1 2 3 4 5
9.	Yo reconozco mis errores.	1 2 3 4 5
10.	Cuando hago algo bien, puedo decirle a otros.	1 2 3 4 5
11.	Me siento segura cuando voy a una entrevista de empleo.	1 2 3 4 5
12.	Yo pido ayuda cuando la necesito.	1 2 3 4 5
13.	Cuando me siento insegura, busco la razon y trato de corregirla.	1 2 3 4 5
14.	Me gusta dar elogios a otros.	1 2 3 4 5
15.	En mi casa, pido ayuda a los demas en vez de hacerlo todo yo misma.	1 2 3 4 5
16.	Yo me quejo cuando no me dan buen servicio, o cuando me cobran demasiado.	1 2 3 4 5

17.	Cuando un aparato no funciona en mi apartamento, pido que me lo compongan.	1 2 3 4 5
18.	Si me molesta que alguien fume cerca de mi, se lo digo.	1 2 3 4 5
19.	Yo le hago preguntas a mi doctor cuando quiero informacion sobre mi salud.	1 2 3 4 5
20.	Yo tomo el primer paso hacia mi companero sexual.	1 2 3 4 5
21.	Yo puedo decir "No" a vendedores incistentes.	1 2 3 4 5
22.	Cuando estoy entre un grupo grande, hablo si quiero decir algo importante.	1 2 3 4 5
23.	Yo me quejo con mis vecinos si su perro no me deja dormir de noche.	1 2 3 4 5
24.	Cuando me piden que haga algo que no quiero hacer, digo que No.	1 2 3 4 5
25.	Cuando otros discuten algo y yo no estoy de acuerdo, doy mi opinion.	1 2 3 4 5

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

SESSION V:

TESTING

GOAL: To become aware of your interest, career choice and ESL ability.

20 Minutes: 1. Explain Test to Participants.

One Hour: 2. ESL Testing (Use One)

A. The HELP Test
B. James Language Dominance Test
C. ESLOA Test
D. The Best Test

3. Interest Survey (Use Either One)

A. Investigacion Auto-Dirigida/Localizador de Ocupaciones OR
B. Seleccion de Carreras y Ocupaciones/ Grupos Ocupacionales

20 Minutes: 4. Time for Questions

20 Minutes: Allowed for Break between tests.

SESSION V:

TESTING

GOAL: To become aware of interests related to career choice and to find out the participant's English speaking ability.

OBJECTIVES: Participants will be able to:

1. Determine their interests related to work and choose various occupations that might interest them.
2. Determine their level of understanding of the English Language.
3. Decide what type of educational planning they need to concentrate on.

ACTIVITIES AND PROCEDURES:

1. Instructor Presentation - Tests:
   A. Instructor should become very familiar with the tests beforehand. One way to do this is for the instructor to actually take the test. Another is to administer the test to another person in order to practice. Be very certain you read the test and feel comfortable with the material before it is administered.
   B. Explain the tests to the participants and try to reduce the fear of test taking that any participant may have. In the interest surveys, there are no wrong or right answers. It is simply a matter of interests and likes. The ESL Testing is done for placement purposes only. There are various levels of ESL Classes and the results of these tests will insure that the student is placed or referred to a class that is commensurate with his abilities. The Instructor may choose either one of the recommended tests in each area. There are many other tests commercially available which would also be suitable for this purpose. It is the Instructor's option to use these or choose any other test desired.

2. Testing:
   A. Administer Tests
   B. Discuss Results of Interest Survey in terms of the career choice and the education needed for each choice.

3. Time for Questions and Evaluations.

SESSION VI:

THE JOB SEARCH

GOAL: To Become Better Prepared for The Job Search

30 Minutes: 1. Job Information Sources:

A. Teacher Presentation

B. ACTIVITY 1: "Como Obtener Informacion Sobre los Ocupaciones". Networking.

1 Hour: 2. Filling Out the Application Form:

A. ACTIVITY 2: "Como Llenar la Aplicacion"

B. ACTIVITY 3: Sample Application Form

C. ACTIVITY 4: Vocabulary

D. Students Fill Out Application.

30 Minutes: 3. Job Search:

A. ACTIVITY 5: "Consejos Para la Busqueda de Empleo" Cuestionario

B. Answers to Questionaire

20 Minutes: 4. Summary Session:

20 Minutes: 5. Time for Questions

20 Minutes: Allowed for Break.

SESSION VI:

THE JOB SEARCH

GOAL: To prepare students for the Job Search

OBJECTIVES: Participants will be able to:

1. Name various places where they can obtain job information.
2. Fill out a Job Application Form correctly.
3. Answer questions related to Job Search Techniques.
4. Understand Vocabulary used in Job Application Forms.

ACTIVITIES AND PROCEDURES:

1. Job Information Sources:
   - A. Teacher Presentation. Explain to participants where job information is available. Put list on board of the different places where this information can be found.
   - B. Activity 1: "Como Obtener Información Sobre los Ocupaciones". Give hand-out to participants. Read and Discuss Orally. Explain concept of Networking and give form to fill out.

2. Filling Out the Job Application:
   - A. Activity 2: "Como Llenar una Aplicación Para Empleo". Read and explain the guidelines.
   - B. Activity 3: Give Sample Application Form and explain Vocabulary Words needed. Have participants fill out the form (twice if necessary) as the form should be neat and correct. If the participants understand very little English, a list of the Vocabulary Words should be given to them so they can learn them, (Activity 4)

3. The Job Search:

   Activity 5: "Cuestionario - Consejos Para la Búsqueda de Empleo". Give student the Questionaire and have them answer it. Afterwards, give them the correct answers and discuss them orally.

4. Summarize Session as usual.

5. Time for Questions.

INSTRUCTION ON: "HOW TO FILL OUT AN APPLICATION", "INTERVIEW TECHNIQUES", and "RESUME WRITING" will be Bilingual, and will require that the participant learn some basic vocabulary.

The APPLICATION FORM will be in English. Suggestions for filling out the form will be in Spanish. However, the participant should learn the basic vocabulary needed to fill out the application.

INTERVIEW TECHNIQUES will be presented in both English and Spanish. Sample questions asked during the interview will be given in English and discussed bilingually.

MOCK INTERVIEWS will be done both in English and in Spanish. Those students who understand some English will be interviewed in English, the others in Spanish.

RESUME' WRITING will also be bilingual. Sample resumes will be in English. Participants will write their own resumes in English with the help of the instructor.

It is necessary to use BILINGUAL INSTRUCTION in this portion of the Workshop because the participants will be asked to perform these tasks in ENGLISH when they are job hunting, not in Spanish. Their ability to perform these tasks in English will give them a much greater chance to find employment.

JOB APPLICATION VOCABULARY

EXAMPLE:

- Name
- Address
- Telephone Number
- Education
- Position Desired
- Work Experience
- References
- Signature
- Date
- In Case of Emergency
- Salary
- Please Print
- Physical Disability

RESUME' VOCABULARY

EXAMPLE:

- Personal Information
- Job Objective
- Education
- Work Experience
- Employment History
- Personal Interests
- Special Skills
- References

INFORMACION

Información sobre trabajos se puede encontrar en muchos sitios.

1. Hablando con amigos y familiares que estan empleados.
2. Yendo directamente a la corporación o ínstitución.
3. Leyendo los anuncios en el periódico.
4. En la oficina de empleo estatal.
5. En agencias de empleo.
6. En la escuela o universidad.
7. En oficinas de Sindicatos.
8. En escuelas de entrenamiento Vocacional.
9. En Centros o Agencias de la Comunidad.
10. En Iglesias.
11. En supermercados (boletín).

COMO OBTENER INFORMACION SOBRE LAS OCUPACIONES

Activity 1

De la misma forma que existen muchas maneras de obtener información sobre tí mismo. también existen muchas buenas fuentes de información acerca de las diversas ocupaciones. Algunas fuentes, tales como libros y revistas, te proporcionarán más información que otras. También, al hablar con personas que ya esten trabajando en cierta ocupación, te podrias enterar de ciertas cosas acerca de esa ocupación, que te sería imposible averiguar de ninguna otra forma. Además, existen ciertas publicaciones, distribuidas por grupos y agencias locales o estatales, que te pueden proporcionar información correcta y al corriente sobre la situación existente en cuanto a la ocupación que tu hayas escogido. Como habras observado, existen numerosas formas de obtener la información que necesitas, pero debes recordar tantas como te sea posible. A continuación encontraras algunas sugerencias que te pueden ser útiles.

HABLA con personas que ya esten trabajando en la ocupacion que hayas escogido. Si no sabes de nadie, quizas tus padres o amigos si sepan. Pideles que te presenten a los que ellos conocen que trabajen en el campo que hayas seleccionado.

PIDELE a un consejero (guidance counselor) o especialista ocupacional (Occupational Specialist) que te informe acerca de las ocupaciones que te interesen.

OBSERVA a los empleados trabajando. Esta es la manera mas práctica de averiguar lo que en realidad vas a tener que hacer cuando comiences a trabajar en esa ocupacion.

PIENSA sobre la experiencia que has adquirido en otros trabajos. Cuáles han sido las funciones de las personas con las que tú has trabajado anteriormente? Por ejemplo, Si alguna vez trabajaste de recepcionista en la consulta de un médico, es probable que hayas observado muchas de las cosas que los médicos y las enfermeras hacen.

COUNSULTA con los patronos que emplean trabajadores en las areas que a tí te interesan. Estos son una buena Fuente de información y te pueden dar datos importantes que te ayuden en tu decisión.

LEE sobre las diversas ocupaciones. Pídele a la bibliotecaria de tu escuela o vecindario que te muestre libros y revistas que contengan información sobre las ocupaciones. Por ejemplo, Worklife y Occupational Outlook Quarterly son dos de la revistas en las que aparecen artículos sobre distintas ocupaciones.

HABLA con miembros y oficiales de las diferentes uniones o sindicatos (trade unions).

ESCRIBE a diferentes asociaciones profesionales para que te envien información sobre las ocupaciones que te interesen. Por ejemplo, si quieres ser barbero, puedes conseguir informacion de la Asociacion Nacional de Escuelas de Barberia (National Association of Barber Schools). Encontrarás una lista de direcciones que te pueden ser utiles en la

NETWORKING

"Networking" significa usar los contactos diarios para conseguir informacion de trabajos en la vecindad. Lo mas dificil cuando se busca trabajo es conseguir informacion que resulte en ofertas de trabajo. Los tres mejores metodos para buscar trabajo son:

- Ir directamente al empleador
- Hablar con familiares y amigos
- Leer los anuncios de trabajo en los periodicos.

El segundo metodo, "Networking", es una de las mejores formas para buscar trabajo. 90% de los trabajos no se anuncian en periodicos. Estos trabajos se llenan porque una persona le dice a otra que hay una posicion abierta en la corporacion.

Digamos que Ud. conoce a diez personas. Pero, si cada una de estas diez personas conoce a diez mas, entonces, hay una posibilidad de tener]00 contactos. Si las diez personas que Ud. conoce no saben nada sobre un empleo, una de las demas pueds ser de alguna ayuda. Usando la gente que Ud. conoce para obtener informacion de trabajo es sumamente importante.

Networking

Name: _____

Address: _____

Phone: _____

How could this person assist you? _____

_____

How should you approach him/her? _____

_____

Name: _____

Address: _____

Phone: _____

How could this person assist you? _____

_____

How should you approach him/her? _____

_____

Name: _____

Address: _____

Phone: _____

How could this person assist you? _____

_____

How should you approach him/her? _____

_____

COMO LLENAR UNA APLICACION PARA EMPLEO

1. Llene usando letra de molde.
2. Use pluma de tinta azul o negra.
3. Use ortografia, puntuacion y gramatica correcta.
4. Llene cuidadosamente. No deje nada en blanco.
5. Conteste todas las preguntas que aplican a usted. Si no aplican, ponga N/A (no aplica) o ponga una linea en el blanco.
6. Siga las instrucciones. Si hay algo que no entiende, pregunte.
7. Sea honesto. La informacion debe ser cierta.
8. Al terminar, revisela de nuevo. No debe tener errores.
9. Use buenas referencias. Sus familiares no se deben usar como referencias.
10. Si le permiten llevarse la solicitud consigo, puede llevarla a su hogar y devolverla el dia siguiente.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS

☐ Height _____ feet _____ inches ☐ Are you prevented from lawfully becoming employed in the U S ? __Yes __No

☐ Weight _____ lbs. ☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ Have you been convicted of a felony or misdemeanor within the last 5 years?** Yes _____ No _____ Describe

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age

**You will not be denied employment solely because of a conviction record, unless the offense is related to the job for which you have applied

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

LITHO IN U S A

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

IF YES, WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATION? _____

PLEASE DESCRIBE _____

IN CASE OF EMERGENCY NOTIFY _____

NAME ADDRESS PHONE NO

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY _____ DATE _____

HIRED: Yes No POSITION _____ DEPT _____

SALARY/WAGE _____ DATE REPORTING TO WORK _____

APPROVED: 1 _____ 2 _____ 3 _____

EMPLOYMENT MANAGER DEPT HEAD OTHER MANAGER

VOCABULARIO DE LA SOLICITUD DE EMPLEO

1. date - fecha
2. name - nombre
3. last name - apellido
4. first name - primer nombre
5. middle name - segundo nombre
6. social security number - numero de seguro social
7. present address - direccion actual (presente direccion)
8. permanent address - direccion permanente
9. phone number - numero de telefono
10. position - posicion que solicita
11. date you can start - fecha en que usted puede empezar
12. salary desired - salario deseado
13. subjects studied - materias, asignaturas o cursos estudiados
14. did you graduate? - se graduo?
15. grammer school - escuela primaria o elemental
16. high school - escuela secundaria o superior
17. college - universidad
18. trade, business or correspondence school - escuela comercial o por correspondencia
19. physical record - registro o record fisico
20. in case of emergency notify - en caso de emergencia notificar a...
21. date - fecha
22. signature - firma

QUESTIONAIRE

FOR PARTICIPANTS WHO ARE JOB HUNTING

INSTRUCTIONS: Please answer either TRUE or FALSE to the following statements:
. Write "F" if you consider the statement to be False
. Write "T" if you consider the statement to be true

1. _____ I should ask about the salary at the beginning of the interview.
2. _____ The distance and means of transportation between the home and the place of employment are not important.
3. _____ The way I dress when I go to an interview is not important.
4. _____ It is a good idea to bring some chewing gum in case I get nervous.
5. _____ I should ask about the rules and regulations of the company.
6. _____ If I don't understand the job duties, I should ask the Supervisor.
7. _____ If I do my job well, punctuality is not important.
8. _____ If I have abilities which are not mentioned in the application, I should bring them up during the interview.
9. _____ I should ask if the job has a probationary period.
10. _____ Once I finish high school, I have enough education to find a job, and I would not worry about further education.
11. _____ Even though in six months I am planning on moving, I need a job now, and will accept any job offer without telling my boss my plans to move.
12. _____ All bosses are the same.
13. _____ There are no two jobs which are exactly the same.
14. _____ The money is the only thing that counts in a job.
15. _____ Education and training are too expensive.
16. _____ No one will hire me because I was arrested in 1968.
17. _____ Blacks and Hispanics can't find a place to rent in the suburbs.
18. _____ The only people who can find a good job are those who were excellent students.
19. _____ If I am Black, Hispanic or female, and someone doesn't hire me for this reason, or if they treat me unjustly because of my color, national origin or sex, I can make a formal complaint to the Human Rights Commission.
20. _____ Friends and family members are a good source of job information.

ANSWERS TO QUESTIONAIRE

FOR PARTICIPANTS WHO ARE JOB HUNTING - TRUE - FALSE

1. FALSE - Salary is only one of the points to be discussed, and it should be done towards the end of the interview.
2. FALSE - These are very important both to you and to your employer.
3. FALSE - How you dress is very important as the first impression you give to the interviewer may decide whether or not you get the job.
4. FALSE - Chewing gum during an interview is out of the question.
5. TRUE - It is a good idea - since asking questions demonstrates interest.
6. TRUE - It is better to ask questions now, rather than waiting to make a mistake in your job.
7. FALSE - Sometimes it is more important to be punctual and trustworthy than to do your job perfectly well.
8. TRIE - Give all the information you can relating to your strong points and your abilities.
9. TRUE - It is important to know all the requirements of the job.
10. FALSE - The more education you have, the better chances for employment.
11. FALSE - You have no right to make the employer waste his time interviewing and training you.
12. FALSE - There are many types of bosses - some really care about their employees` welfare.
13. TRUE - Jobs are as varied as are companies, employers, and employees. You can make your job unique depending on how you do it.
14. FALSE - A specific job can be a way of getting a better job. Ask about the opportunities for advancement.
15. FALSE - Academic courses and training courses are within everyone's reach. There are many financial aid programs available.
16. FALSE - An arrest is not a conviction.
17. FALSE - Even though it's sometimes difficult for Blacks and Hispanics to find housing in the suburbs, and even though they might feel a litle uncomfortable at first, everyday the suburbs are opening their doors to minority groups.
18. FALSE - Most employers were not excellent students, and most administrators are included in this group.
19. TRUE - If you really believe you have been discriminated against, you can file a formal complaint with the Human Relations Commission in your city.
20. TRUE - Your friends and relatives who are employed are one of the best sources of information about employment opportunities.

CITIZENS INFORMATION SERVICE OF ILLINOIS
67 East Madison St., Chicago 60603
236-0315

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CONSEJOS PARA LA BUSQUEDA DE EMPLEO

CUESTIONARIO PARA LAS PERSONAS QUE BUSCAN EMPLEO

Instrucciones: Por favor indique si Ud. considera que cada una de las siguientes frases es falsa o verdadera. Use F para indicar falso, y V para indicar verdadero.

1. ___ Debo preguntar sobre el salario al principio de la entrevista.
2. ___ La distancia y medios de transporte entre la casa y el lugar de trabajo no tienen importancia.
3. ___ La manera como me vista para presentarme a la entrevista no tiene importancia.
4. ___ Es una buena idea llevar una caja de chicles, para en caso que me ponga nervioso.
5. ___ Debo preguntar sobre los reglamentos de personal de la compañía.
6. ___ Si no entiendo los procedimientos de trabajo, debo preguntarle a mi supervisor.
7. ___ Si mi trabajo lo desempeño bien, mi puntualidad no tiene importancia.
8. ___ Si tengo conocimientos que no están incluidos en la solicitud de trabajo, debo mencionarlos al momento de la entrevista.
9. ___ Debo preguntar si el empleo tiene un período de prueba.
10. ___ Una vez que me gradue de escuela secundaria, ya tengo la educación necesaria para conseguir un empleo y no debo preocuparme por obtener una educación más avanzada.
11. ___ Auncuando dentro de seis meses me cambiaré del area en que vivo, en este momento necesito trabajo y aceptaré cualquiera que se me ofresca, pero no debo comunicarle a mi jefe mis planes de irme del area.
12. ___ Todos los patrones son iguales.
13. ___ No existen dos trabajos que sean exactamente iguales.
14. ___ El dinero es lo único que cuenta en un trabajo.
15. ___ El estudio y/o aprendizaje es muy costoso para mi.
16. ___ Nadie me dará empleo por que fuí arrestado en 1968.
17. ___ Los Negros y los Latinos no pueden conseguir vivienda en los suburbios.
18. ___ Las únicas personas que pueden conseguir un buen empleo son aquellos que son excelentes estudiantes.
19. ___ Si soy Negro, Hispano, o mujer, y una persona no quiere darme empleo por dicha razón, o si se me trata injustamente por mi color, origen nacional, o sexo, puedo presentar una queja ante la Comisión de Relaciones Humanas de Chicago.
20. ___ Los amigos y familiares que trabajan son buena fuente de información sobre oportunidades de empleo.

RESPUESTAS A LAS PREGUNTAS DEL CUESTIONARIO

1. Falso. El Salario es solo uno de los puntos que se han de discutir, y preferentemente se debe hacer hacia el final de la entrevista, después que se hayan discutido todas las otras facetas del empleo.

2. Falso. Por supuesto que son importantes! La distancia que Ud. viaja, y el tiempo que se demore en llegar al trabajo son importantes tanto para Ud. como para su patrón.

3. Falso. La forma como Ud. se vista es muy importante ya que la primera impresión que Ud. le dé a la persona que lo entrevista puede ser decisiva.

4. Falso. Masticar chicle puede ser ofensivo para las demás personas.

5. Verdadero. Es prudente demostrar un interés sincero por los reglamentos de la compañía.

6. Verdadero. Su supervisor es el que le debe enseñar el trabajo a Ud. Es mejor hacer cuantas preguntas sean necesarias que desempeñar mal el trabajo.

7. Falso. Algunas veces la puntualidad y el ser digno de confianza es más importante que la forma en que se desempeña el trabajo.

8. Verdadero. Si, dé toda la información relacionada con Ud.

9. Verdadero. Es importante saber todas las condiciones del empleo.

10. Falso. Entre más educación académica se reciba, mejores serán las oportunidades de empleo.

11. Falso. Si el patrón busca un trabajador permanente, Ud. no tiene derecho a hacerle perder su tiempo al entrevistarlo y entrenarlo para el trabajo.

12. Falso. Hay una gran variedad de patrones, muchos de los cuales sienten un verdadero interés por el bienestar del empleado.

13. Verdadero. Los trabajos son tan variados como lo son las compañías, empleados y patrones; pero el empleado puede hacer de su trabajo el único en su clase, dependiendo de la forma en que lo desempeñe.

14. Falso. Un trabajo determinado puede ser la vía para conseguir un trabajo mejor. Pregunte cuáles son las posibilidades de que se le dé un trabajo mejor una vez que desempeñe perfectamente su trabajo actual.

15. Falso. Los cursos de educación académica y aprendizaje están al alcance de todos. Solo se necesita encontrar el lugar apropiado para tomar los mismos.

16. Falso. Un arresto no es una convicción. Muy pocos patrones toman en cuenta un record de arresto. Si Ud. fué arrestado, pero no convicto (excepto en casos de violaciones de tránsito), puede hacer que se anule ese record de arresto. La información sobre la forma de anular un record de arresto está disponible en Citizens Information Service.

17. Falso — Auncuando es un poco dificil para los Negros y Latinos conseguir vivienda en los suburbios, y auncuando se sientan un tanto incomodos al principio, cada dia los suburbios abren mas sus puertas a los grupos minoritarios.

18. Falso — La gran mayoria de empleados no fueron estudiantes excelentes, y la mayoria de administradores de empresas estan incluidos en dicho grupo.

19. Verdadero — Si Ud. cree sinceramente que se le discrimino, puede presentar una queja si vive en Chicago, o si la compania esta localizada en Chicago. Si no es asi, dirijase a la Comision de Relaciones Humanas de su localidad, o ponga una queja en el Illinois Fair Employment Practices Commission, 179 W. Washington St., Chicago, IL telefono: 435-6200.

20. Verdadero — Los familiares y amigos que estan empleados son uno de los mejores recursos de informacion sobre oportunidades de empleo.

JOB CAMPAIGN PLAN

WEEK OF:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
Three Things to Accomplish Today						
Employers to Contact for Interviews						
Appointments						
Follow-up Contacts to Make Today						

BENEFITS - BENEFICIOS

1. Social Security - Seguro Social
2. Unemployment Compensation - Compensacion por desempleo
3. Workmen's Compensation - Seguro para trabajadores
4. Vacation - Vacaciones
5. Sick leave - Ausencia por Enfermedad
6. Life Insurance - Seguro de Vida
7. Medical Insurance - Seguro Medico
8. Retirement Plan - Plan (de Jubilacion) para Jubilarse - Pension
9. Profit Sharing - Compartir las ganancias
10. Educational Assistance - Asistencia Educativa
11. Credit Union - Grupo o Sindicato que da credito (prestamos) ofrecen cuentas de ahorro y cuentas de cheques.

BENEFICIOS DEL EMPLEO

Hay beneficios que el empleado recibe de su empleador ademas de el salario que le pagan. Algunos de estos beneficios son requeridos por la ley, otros son opcionales. Los beneficios que el empleador tiene que proveer son una parte del seguro social, compensacion por desempleo, y compensacion del trabajador.

1. SEGURO SOCIAL - El empleador tiene que pagar cierta cantidad a una cuenta de Seguro Social al gobierno federal. La otra parte la paga usted cuando trabaja. Cada vez que le entregan su salario, le sacan un porciento que se le agrega a esta cuenta. El Seguro Social se establecio para garantizarle algun ingreso cuando usted se jubila o cuando este desabilitado para trabajar.

2. COMPENSACION POR DESEMPLEO - Este es un programa de seguro federal que provee al trabajador con pagos temporarios si pierde su trabajo. Su empleador tiene que pagar todo el costo de este seguro para usted.

3. COMPENSACION PARA TRABAJADORES - Este es un programa de Seguro del gobierno que le paga su sueldo si usted se hiere en el trabajo. Este seguro tambien es pagado completamente por su empleador.

Hay otros beneficios que el empleador puede proveer pero que no son obligatorios. Los mas comunes son vacaciones, dias festivos, seguro de vida, seguro medico y un plan de retiro.

1. VACACIONES - El empleador le da algunos dias de vacaciones a cada empleado en el ano. Generalmente es una o dos semanas de vacaciones cada ano. Los empleados que han trabajado mas tiempo reciben vacaciones mas largas. Ademas, los empleados tienen ciertos dias festivos libres que se les paga su sueldo normal.

2. AUSENCIA POR ENFERMEDAD - La mayor parte de los empleadores tambien dan a sus empleados un numero especifico de dias libres en caso de enfermedad o por razones personales. La persona generalmente resibe pago por estos dias. Es muy importante avisar al empleador lo mas pronto posible cuando el empleado va a estar ausente de su trabajo.

3. SEGURO DE VIDA - El empleador generalmente ofrece un seguro de vida a sus empleados gratis o a un costo muy bajo. Este seguro pagara una cantidad de dinero si el empleado muere o se pone incapacitado.

4. SEGURO MEDICO - Este seguro paga la mayor parte de los gastos medicos y del costo por estar hospitalizado. Algunos seguros tambien pagan los costos de ir al dentista. Este seguro lo pagan entre el empleador y el empleado. Algunos empleadores lo pagan todo.

5. PLAN DE JUBILACION - Muchos empleadores ofrecen un plan o pension para jubilarse que hace pagos mensuales al empleado despues que tiene cierta edad, o despues que ha trabajado para el empleador cierto tiempo. La cantidad que le pagan depende del salario del empleado, o del tiempo que ha trabajado. Hay otros beneficios que no son tan comunes, pero que si son muy importantes para el trabajo.

1. CONPARTIR LAS GANANCIAS - Algunos corporaciones ofrecen a sus empleados la oportunidad de recibir parte de las ganancias de la corporacion.

2. ASISTENCIA EDUCATIVA - Corporaciones grandes, a veces, pagan parte o todo el costo de un empleado que esta asistiendo a la escuela para obtener mas educacion.

3. GRUPO O SINDICATO DE CREDITO - Este es un grupo o una organizacion que ofrece prestamos a los empleados a un costo muy bajo. Tambien ofrecen cuentas de ahorro y cuentas de cheques gratis.

SESSION VII:

INTERVIEWS

GOAL: To Prepare Participants for the Job Interviews

30 Minutes: 1. Teacher Presentation

- A. Trying to get the Interview
- B. Basic Dialogue
- C. Preparation for the Interview
- D. Job Interviewing Tips

30 Minutes: 2. Question and Answer Session

- A. Questions asked by the Interviewer
- B. Job Candidate Questions
- C. Possible Answers

30 Minutes: 3. Why Applicants Strike Out

30 Minutes: 4. Paired Practice Interviews

20 Minutes: 5. Summarize Session

20 Minutes: 6. Time for Questions

20 Minutes: Allowed for Break

SESSION VII:

INTERVIEWS

GOAL: To Prepare Participants for the Job Interview.

OBJECTIVES: Participants Will Be Able To:

1. Dress Correctly for the Interview.
2. Discuss the Physical and Mental Preparation Necessary.
3. Anticipate Questions.
4. Have Some Answers and Questions Ready for the Interview.
5. Practice for the Interview.

ACTIVITIES AND PROCEDURES: The Interview:

1. Teacher Presentation:
   A. The Interview - Trying to get it - Why go Through it - Instructor presents this material in Spanish if necessary.
   B. Activity I: Basic Dialogue: If the participants have difficulty speaking English, give them a copy of this Activity and have them practice in class.
   C. "Preparation for the Interview" and "Job Interviewing Tips" may be presented orally or a copy of the material is given to the students and read and discussed in class.

2. Question and Answer Session:
   Activity 2: Give Students a Copy of the Questions often asked by the Interviewer and those asked by the Candidate. Have the Students formulate possible answers to these Questions.

3. Why Applicants Strike Out:
   Activity 3: Give the Hand-Out to Students. Read and Discuss Orally.

4. Paired Practice Interviews:
   Activity 4: Divide Group into Pairs and have them Practice Interviewing. One person plays the Interviewer and the other the Applicant.

5. Summarize Session as usual:
   Inform Participants that they will be going through a Practice Interview in Session IX.

6. Time for Questions.

TRYING TO GET THE INTERVIEW

Three methods can be utilized in seeking a job interview: the resume, the letter of application and the telephone. Each method can be beneficial, depending on your particular situation.

Your resume or letter of application can be sent in response to a job ad in the newspaper or any other source of employment information. You could also obtain a job interview via the telephone. But, be careful, through the telephone you could lose a job interview you might have received if you give out too much information, (a wrong word could close the door). If you are not comfortable talking on the telephone, request that you prefer a personal interview.

Whenever you do use the telephone be sure to:

-plan in advance what you want to say
-speak your name clearly
-speak confidently, clearly and distinctly
-be businesslike and courteous

WHY GO THROUGH THE INTERVIEW?

Purpose:

1. Interviewer wants to exchange enough information to make a screening decision to determine if wants to hire applicant or talk with further.

2. It is an opportunity for you and the employer to evaluate each other. The interview should be a two-way exchange with both of you offering information and asking questions.

3. Many persons will usually apply for an opening, some of them with impressive qualifications, but the results of the interview ultimately determine who wins the job and who doesn't. Frequently, an initial interview will weed out all but a handful of applicants, and a second interview is required in order to reach a final decision. Who wins, and who loses? Obviously, an important factor in the final outcome is how well an applicant handles his or her portion of the interview. While each interview situation is unique, at the same time there are certain guidelines and conventions which are applicable to all interviews.

CALLING FOR AN INTERVIEW:

APPLICANT: Hello! My name is _____.
I am calling about the ad in the paper for a_____
I went and filled out an application and would like to know when you are interviewing.

RECEPTIONIST: We are interviewing now for that position. When can you come?

APPLICANT: I can come in for an interview at any time that is convenient for you.

RECEPTIONIST: How about this afternoon at 1:00p.m.?

APPLICANT: That would be fine. That's this afternoon at 1:00 p.m. Where should I go?

RECEPTIONIST: Come directly to the personnel office and ask for Ms. Jones.

APPLICANT: Very well. I'll be there at 1:00. Thank you very much. Bye.

RECEPTIONIST: Bye bye.

PREPARANDOSE PARA UNA ENTREVISTA

La primera impresion que usted de es muy importante. Su aparencia personal dice mucho sobre usted. En la entrevista, usted va a hablar con el empleador. El le hara preguntas para determinar si usted es la persona apropiada para el empleo. Usted tambien puede hacer preguntas. Usted tiene derecho a saber lo que se espera de usted en el empleo. Todos los empleadores ponen mucha atencion a su ropa, su limpieza, su comportamiento. La primera impresion que usted de puede decidir si le emplean o no. Aqui hay una lista de preparaciones que usted debe hacer antes de ir a la entrevista.

A. Puntos sobre como vestirse:

1. Escoja ropa que este limpia y planchada.

2. Asegurese de estar aseado y limpio. Bañese, peinese, lavese la boca y use desodorante.

3. Use maquillaje que sea propio para el trabajo. No use maquillaje exajerado, ni mucho perfume o joyeria en exceso.

4. La ropa debe ser simple y propia para la posicion que usted desea. Una falda y una blusa o un "suit" es preferido. No use pantalones, blusas descotadas, ni vestidos de fiesta. Escoja estilos atractivos y adecuados.

5. Tenga manos y uñas limpias.

6. No use zapato de tacon muy alto.

B. Puntos sobre como Prepararse Mentalmente:

1. Asegurese saber el nombre del entrevistante y su posicion.

2. Sepa exactamente a donde tiene que ir y a que hora.

3. Salga con tiempo antisipado, para llegar temprano.

4. Tenga algunas respuestas en la mente para las preguntas que quiza le hagan. Piense en tales preguntas de antemano. Usted estara menos nervioso si save lo que quiere decir.

5. Piense en sus habilidades, intereses, y en sus experiencia de trabajo. Este listo para hablar sobre estas en forma positiva y con entusiasmo.

6. Averigue algo sobre el lugar en donde va a entrevistarse. Sepa el nombre correcto, y que producto o servicio se hace alli.

7. Piense en algunas preguntas que quiera hacer.

8. Tenga confianza en si mismo.

C. Puntos sobre que debe hacer en la entrevista:

1. Vaya solo, no lleve amigos.

2. Cuando llegue, digale a la recepcionista, o entrevistador su nombre, la hora de su cita, y por cual trabajo esta aplicando.

3. Hable claramente y sea cortes.

4. Mire al entrevistador directamente.

5. Sientese derecho y sonria.

6. No fume, no mastique chicle. No juegue con las manos.

7. Conteste las preguntas completamente, pero no hable demasiado.

8. Hable sobre sus calificaciones y sus habilidades.

9. Demuestre interes en el trabajo.

10. Escuche bien y piense antes de contestar las preguntas.

11. Haga preguntas sobre los beneficios y sobre el trabajo.

12. Sea honesto; diga la verdad.

13. No hable de problemas personales.

14. No hable del salario a menos que el entrevistador no lo haga, mencionado. Si habla de salario, hagalo al final de la entrevista.

JOB INTERVIEWING TIPS

-There's no one way for an employer to conduct an interview so it's best to be yourself.

-Answer questions concisely (many long-winded job applicants answer questions that were never asked! Stick to the point!)

-Try to please yourself during the interview. Refrain from giving answers that you think will suit a potential employer, losing touch with your own feelings.

-Remember, the aim of a job interview is to obtain the job you want. At times job-seekers become used to accomodating employer's expectations that they often easily get job they don't really want. So, before you do backflips for an employer, be sure you want the job.

-Try not to show any nervousness you may have. Refrain from playing with pencils, keys, etc.

-During an interview tell what <u>you</u> can give to a prospective employer. <u>You</u> are hired because the employer needs someone to provide a service, not because you need the job. It is up to you to show the employer that they need you as much as you need the job.

-Take an active part in the interview and do your share in establishing rapport between the two of you.

-When answering questions take time to think before answering even if you have the information on the tip of your tongue.

-Prepare thoroughly***
Stress your qualifications and interest in job.

-Be specific, concrete and detailed in your answers. Avoid "yes" or "no" responses.

-Go alone.

-Be aware of non-verbal messages you convey. Speak in a pleasant vocal tone and make good eye contact. Make your voice reflect confidence and purpose. You non-verbal communication can also tell the employer as much as your verbal communication.

-Be alert, attentive, interested. A good listener is always welcome. Think before you speak and have something to say before you say it.

-How you feel is reflected by the way you act, how and what you say, and the expression on your face.

-Your conduct shows what kind of person you are. Your manner, behavior and what you do reflects your personality as much as how you look, feel and talk.

2. QUESTION AND ANSWER SESSION

The interviewer will ask you questions to verify or expand on your resume.

a. How did you find out about the job?
b. What can I do for you?
c. Can you work well under pressure?
d. What makes you think you are qualified for this job?
e. What types of jobs have you held?
f. What type of training have you received?
g. Why are you interested in working for us?
h. Tell me about yourself?
i. What kind of person are you and what do you like to do?
j. Tell me about the most satisfying job you ever held. The least satisfying.
k. Tell me about the best boss you ever had. The worst.
l. What have you learned from some of the jobs you have held?
m. What kind of people do you like to work with?
n. What are your weaknesses and strengths?
o. What would you like to know about me? Education, Work Experie
p. Why should I hire you?
q. Why do you want to work for our company?
r. Are you willing to work overtime?

3. JOB CANDIDATE QUESTIONS

When the interviewer asks, "Do you have any questions?" does your mind go blank or do you have some questions carefully thought out to ask. These questions will help to express your interest in the position and to help you determine if you want the position. *Be sure to ask questions that are intelligent and pertinent.

a. Who would I be working with?
b. Is there more than one boss?
c. What are the job duties and responsibilities for this position?
d. Can you describe for me a typical day on the job?
e. Is there a training or orientation program for new employees?
f. Does the company participate in conferences, associations, etc.

WHY APPLICANTS STRIKE OUT ON INTERVIEWS Activity 3

A survey taken of companies who were questioned as to why an applicant who is capable of doing the job, is not hired by them.

1. Poor personal appearance or appearance not suitable for work they are seeking- no fad dress or hairstyle.
2. Lake of interest and enthusiasm; passive and indifferent.
3. Over-emphasis on money: interested only in best dollar offer-unrealistic.
4. Condemnation of past employers
5. Failure to look at interviewer in the eye when conversing.
6. Limp fishy handshake.
7. Unwillingness to go where sent.
8. Late to interview without good reason.
9. Failure to express appreciation for interviewer's time.
10. Asks no questions about the job or asks too many questions giving the impression o reluctance to do the job.
11. Indefinite response to questions.
12. Overbearing, over-aggressive, conceited "know it all" complex.
13. Inability to express self clearly; poor voice diction, grammar.
14. Lack of planning for career: no purpose or goals.
15. Lack of confidence and poise: nervous, ill at ease.
16. Failure to participate in activities.
17. Unwilling to start at the bottom, expects too much too soon.
18. Makes excuses; evasive; hedges on unfavorable factors in record.
19. Lack of tact.
20. Lack of manners, courtesy.
21. Lack of maturity.
22. Lack of vitality.
23. Inability to make decisions.
24. Sloppy application blank.
25. Merely shopping around.
26. Wants job only for a short time.
27. No interest in company or industry or never heard of company.
28. Cynical.
29. Low moral standards.
30. Lazy.
31. Intolerant: strong prejudices.
32. Narrow interests.
33. Inability to take criticism.
34. High pressure type.
35. Talks too much. Be to the point.
36. Bad employment history.
37. Poor scholastic record.
38. Lack of knowledge of field.
39. Unbusinesslike attitude or behavior.
40. Unfriendly manner.
41. Lack of sufficient training for the work.

Why Workers Lose Their Jobs

Studies show that more workers lose their jobs due to poor character qualities than to lack of skill. Some of the qualities found most objectionable are:

Carelessness
Unwillingness to follow rules
Laziness
Absence or tardiness without cause
Troublemaking
Lack of initiative
Too little or too much ambition
Disloyal
Irresponsibility
Lack of adaptability

TITLE: "The Interview"

GROUP SIZE: Pairs

TIME: 25 minutes in pairs, then discussion

MATERIALS: Job applications

PROCEDURE:

1. Decide on the job or company; then roleplay, with one person playing the "interviewer" and one the "applicant".

2. Take turns acting out an interview situation for about 10 minutes. Each person should be the applicant and the interviewer once.

3. Pay attention to some of the hints presented in the previous section.

4. After each interview, the employer should give the applicant some feedback on strengths and weaknesses of the interview.

TRAINER'S INSTRUCTIONS: Move around to the groups (pairs); assist/monitor each.

Hold general discussion on experience, pointing out fears, apprehensions, etc.

Note: If available, a video-tape of the mock interview can be very helpful.

From: Hispanic Displaced Homemaker Training Program. Denver, Colorado: 1981

SESSION VIII:

RESUME' WRITING

GOAL: To Write Your Own Resume':

20 Minutes: 1. Review Interviewing Hints.

40 Minutes: 2. Resume' Writing:

A. Format
B. Vocabulary
C. Key Words

20 Minutes: 3. Sample Resumes

40 Minutes: 4. Participants Write Their Own Resume'

20 Minutes: 5. Proofread Resumes

20 Minutes: 6. Time for Questions

20 Minutes: Allowed for Break.

SESSION VIII:

RESUME' WRITING

GOAL: To Be Able to Wirte Your Own Resume'.

OBJECTIVES: Participants will be able to:

1. Know the Basic Format of a Resume'.
2. Understand Related Vocabulary.
3. Become Familiar with Key Words used in a Resume'.
4. Read Sample Resume's.
5. Write Their Own Resume'.

ACTIVITIES AND PROCEDURES:

1. Teacher Presentation:
   - A. Resume' Format - Explain to the participants the importance of having a well prepared resume'. Go over the two types of resume's, and the major parts of the resume". Explain that no two resume's look alike, that the resume' should reflect the experience and personality of the person, and that it should be ONE Page in length. Two Page Resume's may not be read all the way through.
   - B. Give List of Vocabulary Words and Translation to those participants who need it. (Activity 1).
   - C. Activity 2: Key Words used in compiling your Resume'. Give List to Participants to read and translate when necessary.

2. Sample Resume's:
   Activity 3: Give Copy of Sample Resume's for Students to read and compare. You may use those provided or copies of any other well-prepared resume's you may have.

3. Developing Your Resume':
   Activity 4: Give Hand-Out to Participants. Read and Discuss. Have Participants begin writing their own Resume' with your help. You will have to move around the room checking and correcting as they work. Pay special attention to SPELLING. Participants may have to write a Second Draft to make certain it is neat, correct, and ready to type.

4. Proofread Resume' and Type:
   - A. After Proofreading the Resume's, have them typed up and make copies for participants. If there is a Secretary available, she might type them or perhaps a participant who has typing skills may want to type them for the others.

5. Summarize and Evaluate Session, as usual:

6. Time for Questions:
   . Tell participants that in the next Session they will go through Practice Interviews. Someone will come in and do the Interviews in the class. The participants should come dressed as if they were going to a real interview. They should have a completed Application Form with them, and if possible, a copy of their Resume'.

RESUME VOCABULARY

PERSONAL INFORMATION:

NAME: (First, Middle, Last)

Address: (Street, City, State, Zip Code)

JOB OBJECTIVE:

EDUCATION: (Grammar, High, College, Vocational)

WORK EXPERIENCE

EMPLOYMENT HISTORY

PERSONAL INTERESTS

SPECIAL SKILLS

REFERENCES

RESUME FORMAT

There is no single formula for writing a good resume. But all resumes tend to fall into two general categories: Those with step by step chronological format and those with functional orientation, centered around accomplishments. One is as good as the other, and each can be done with variation. If your past experiences seem to point in a straight line toward the kind of job you are now seeking, the chronological approach may be used to advantage. This is the most common format. It has the advantage of being easily adapted to application forms.

On the other hand, if your experiences have been unstructured, that is if you have had several wholly different kinds of jobs and environments, the functional approach may be better. With it you can combine common elements of the different jobs under headings which will make sense.

No matter which format you use or how you put your resume together to put your best foot forward, there are certain elements you must include. Following are the usual major headings and what goes under them.

Personal

a. YOUR FULL NAME
b. Your complete home address.
c. Your area code and home phone number.

You may wish to provide other information which you feel will help you in getting a specific job. Being unmarried and free to travel or relocate may be relevant for certain jobs. In applying for a job with a religious organization, being of the same faith may help. Weigh the value of including such optional information as age, height, weight, marital status, sex, and health status in relation to the job for which you are applying. Attaching a picture to a resume is not advised.

Job Objective

You should provide a well-developed statement about the type of position you are seeking. It's not a long-range goal. It's a short-range objective for the present. It should be specific. The more specific the better. If you have more than one objective, make several versions of your resume.

Your objective statement is of crucial importance: No employer wants someone who doesn't know what he/she wants. The objective statement should describe:

1) Job Function, e.g., kinds of tasks you want to do by title or description

2) Type of Employer, e.g., small, large, retail, government agency, proprietorship, new, or established.

3) Geographical Area

THE IMPORTANCE OF A PRECISE, articulate and well-formulated objective statement cannot be over emphasized. This is one of the qualities that can cause your resume to be selected over all the rest. It's important, too, because the rest of your resume should point to your objective. If you've not developed at least a general objective, then chances are you're not ready to write your resume. Once you determine your objective, the rest will be easy because the objective determines what should be included.

Education

Use judgement to decide what to include. You may wish to include all the schools you've attended, or only the ones from which you graduated. You may want to mention some courses which are relevant to your job objective. You also might want to mention any other pertinent training, honors or distinctions, and special programs in which you participated. If your objective requires that you be especially dependable, you may mention your perfect attendance record at school. Don't overlook education experiences and the ones associated with education as a fine opportunity to demonstrate some of your personal strengths and accomplishments; this is another chance to catch the interest of the person reading your resume.

Work Experience/Employment History

Here, the two kinds of resumes--chronological and functional--take divergent formats. If you use the chronological approach, usually, although not necessarily, you begin with your last job. Give inclusive dates; name and location of the employer; job and title when leaving; a short description of responsibilities and duties; and any special accomplishments, merits, or recognition. Bragging is never favored. But, many people are overly modest in this section. Don't be. No one reading your resume is going to dig to uncover your merits. So, don't bury them. You must "toot your own horn". Remember you're selling yourself. So, be dynamic. Be selective, too. Emphasize accomplishments which reflect and underscore your stated objective. Overlook nothing important. Include promotions, raises, and anything that you either accomplished by yourself or which was accomplished with your help.

Recent experiences should take up more room and be more detailed than earlier jobs. Treat each job in the same way. But if you have had many, emphasize the more significant. Short-lived or less relevant jobs should receive light treatment. You may or may not indicate reasons for leaving each job. Also, it's usually better not to list income for each job.

If your career has been rather brief and seems to point straight to the line of work you are now seeking, it may be more advantageous to start

NOTE: If you've never had a job, you might treat extracurricular experiences as jobs.

with your first job and end with your last. Use the order which seems to be most appropriate to your objective and tells your story best. Your propective employer will be asking, "How does this apply to a job in my company?"

In many ways the chronological format is easier. You simply list the jobs in either reverse or direct order. The functional format can be used to very good advantage, however, when the chronological order doesn't seem logical. This is frequently the case for young workers, who may have done seemingly unrelated things such as baby sitting and lifeguarding. In this case, one could develop an impressive resume by taking stock of all jobs, picking out their similar functions, and listing them under an appropriate heading, say--"Working with People". Under it, you would list experiences and accomplishments. Remember that your prospective employer will be asking, "What were the results of your efforts?", "How does this apply to the job I have to offer?" You needn't identify where you've worked under such a heading. Tell only what you did, putting aspects of each job under several such headings (see sample functional format).

After you have pretty well exhausted such entries under several common headings, make a simple chronological listing of each job, giving only the inclusive dates, your titles, and the name and location of the company.

Personal Interests

This is your chance to share something in common with your prospective boss--something which can make you stand out from other applicants with similar qualifications. Use this section to reveal personal things--your hobbies, what sports you enjoy, what kinds of books you like best, your pets, things which will help your prospective boss relate to you as a person. This section can be particularly useful as an "ice breaker" in the interview.

References

Use the following statement: "References will be provided on request." It's better to identify references later, when asked. Some references may be better than others for a particular job. Moreover, if your references are besieged by requests, some may go sour on you. When you do give references, you should list your former boss; if you don't you will be suspect. Try to provide references who are prominent and whom you know well. If possible, get their permission to be used as references and let them know as you leave their names with employers.

There are many other details that could go into your resume, things like the date of the resume, your social security number, whether you have a driver's license, any articles you may have published, and so forth, but you must use your own judgement as to whether or not they support your objective and strengthen your case. It is recommended that you begin drawing up and developing the resume you will be using well in advance of when you will actually need it, so that you will have time to continually refine and polish it, so that when you do send it out, it will represent your very best efforts and a work that you can present to a prospective employer with pride.

FOLLOWING ARE SOME KEY WORDS THAT MIGHT HELP YOU IN COMPILING YOUR RESUME:

ability
academic
achieve
administrative
capability
capacity
competency
complete
consistent
contribution
coordinate
creative
design
demonstrate
develop
direct
effectiveness
efficient
enlarge
equip
establish
evidence
executive
expand
experience
feasible
guide
implement
improved
increased
initiate
innovative
instrumental
knowledgeable
major
management
mature
organized
particularly
performance
pertinent
positive
potential
productive
professional
proficient
profitable
proven
qualifications
qualified
quantity
resourceful
responsible
scope
significant
sound
specialize
substantial
successful
thorough
versatile
vigorous

SAMPLE FUNCTIONAL RESUME

Mary Smith
10 North Adams Avenue
Springfield, Illinois 69785
309-889-7763

OBJECTIVE: Seeking a responsible position as a bookkeeper in a health care institution.

EDUCATION:

Dunmore High School — Graduated
Dunmore, Illinois — June 1977

Courses Completed: Bookkeeping I and II, Typing I and II, Secretarial and Office Procedures, Medical Terminology, Career Education, and Mathematics.

WORK EXPERIENCE:

Household Manager

JANUARY 1983 TO PRESENT

Finance - Developed accounting system, coordinated household purchasing, savings, prepared annual budget.

Public Relations - Handled community relations, correspondence and communications, guest accommodations, daily travel arrangements.

Personnel Management - Counseling; assignments and scheduling; training programs; labor relations; principal responsibility for health, well-being and performance of partners and associates.

Purchasing - Created and refined cost analysis and marketing survey procedures.

Miscellaneous Responsibilities - Nutrition; plant and equipment maintenance; entertainment and recreation.

Cashier

JANUARY 1982 TO JANUARY 1983

Mosely Grocery
110 1st Avenue
Springfield, Illinois

Responsible for totalling customers' purchases and assisting them in locating merchandise.

PERSONAL INTERESTS: Swimming, cooking, reading.

REFERENCES: Will be furnished upon request.

SAMPLE CHRONOLOGICAL RESUME

Mary Ellen Whitney
10 North Adams Avenue
Springfield, Illinois 69785
309-889-7763

OBJECTIVE: To serve as a working helper to the manager of a large restaurant with opportunity to learn all phases of restaurant management and retail food preparation.

EDUCATION:

Dunmore Community High School — Graduated
Dunmore, Illinois — June 1977

Courses Completed: Home Economics, Principles of Retail Management, Bookkeeping, Typing I and II, Secretarial and Office Procedures, Mathematics, Quantity Goods, and Career Education.

WORK EXPERIENCE:

FEBRUARY 1985 TO PRESENT

Waitress and Salad Girl
Walnut Inn
110 1st Avenue
Springfield, Illinois

As assistant to the head waitress, supervised two part-time waitresses in addition to being responsible for planning and preparing the salad bar each day. Accomplishments include: the development of an innovative system for minimizing food wastes, an improved method of timekeeping for the part-time waitresses, and a custom menu format. Increased volume at about 20%.

JANUARY 1984 TO FEBRUARY 1985

Short Order Cook
Main Street Diner
5512 Main Street
Springfield, Illinois

Responsible for preparing short order fare, keeping stock inventory, placing wholesale orders, and maintaining cleanliness standards.

JUNE 1983 TO JANUARY 1984

Carhop
Bark 'n Moo
Highway 66 North
Springfield, Illinois

Responsible for serving customers in their cars and keeping outside area clean. Had sizeable income from tips.

PERSONAL INTERESTS: Twice a winner of the State Fair Pie Contest. Enjoy cooking and inventing new dishes. Organized monthly group that samples foods from foreign lands.

REFERENCES: Will be furnished upon request.

THE RESUME

The importance of the Personal Resume in getting a job cannot be overstated. But it is necessary to understand that the purpose of the Resume is NOT to get you the job . . . Its purpose is to get you invited to an interview for the job. Think about this for a moment. Would you hire someone sight unseen, just on the basis of a Resume? No! Of course, you wouldn't. Neither will anyone else. Job offers result from personal interviews, except in rare and unusual cases.

The Resume should make you stand out among all the other job applicants. It should assure you that you are one of the persons the prospective employer would like to get to know better - - and perhaps hire. The Resume provides you opportunity to display and market your assets in a way that is personal, businesslike, professional, attractive, correct, and thorough. It is a full representation of you and makes the prospective employer want to meet you to learn more.

Much has been said about the content of resumes. There are some controversies, but, some features are common to all successful Resumes.

The preparation of a good Resume can be compared to the preparation of a fine dinner. An indifferent cook may use the best ingredients but come up with something which is only mediocre. A good cook may use leftovers and turn out a fine meal pleasing to even the most exacting gourmet. Similarly, the person who knows how to develop and write a good Resume, despite relatively common qualifications and uninspiring experience can be far more likely to get a job than can the person with prestigious credentials and impressive qualifications who prepares a poor resume. Chances are, the latter won't even get to the interview stage. It happens every day because, in the first place, hiring isn't done strictly on the basis of qualifications. Hiring means selecting the person who appears to be all-around best suited for the job during an interview. Most employers feel that if a person lacks certain skills, he/she can be taught these skills. Employers want trainable applicants with enthusiasm, initiative, willingness to work, dependability, resourcefulness, leadership abilities, honesty, and so on. Combinations of these traits and job skills and know-how are what employers want.

Therefore, the Resume is more than a simple listing of the jobs and other experiences you have had. Employers are as interested in how you have benefitted from experience as in what are your best qualities. When you write your Resume, always remember two things:

A. Your Resume must be one that will be selected from a stack of hundreds.

B. Your Resume must do you full justice, i.e. reflect your qualifications for the job, and your personal strengths and accomplishments.

A final point to bear in mind is that there is no such thing as a perfect Resume. There are good ones and better ones, but none that couldn't be improved upon in one way or another. Developing an outstanding Resume, particularly when there doesn't seem to be a clear pattern to your experiences, abilities, strengths and interests, can be a difficult and somewhat frustrating task. But, on the other hand, it is an opportunity to write your own ticket to success.

RESUME CHECKLIST

1. Recheck. Is there anything you have forgotten to include?
2. What points need improvement?
3. Will the potential employer want to interview you after reading your Resume?
4. Have you shown your past experience to the best advantage?
5. Does your Resume depict the REAL YOU?
6. Is the visual appearance of your Resume pleasing to the eye? Be sure it doesn't look crowded on the page - plenty of margin and white space.
7. What would your English Teacher think of it? Spelling, Grammar, Organization, Neatness?
8. Can you support each claim you have made? Is anything exaggerated?
9. Can any words be eliminated without changing what you want to say?
10. Is your objective stated clearly?
11. Does everything you have listed in your Resume support your stated objective?
12. In reading your Resume from an employer's perspective, have you shown how you stand out as a promising potential?
13. Have you been positive throughout?
14. Have you used the proper terms?
15. Have you put forth enough effort on your Resume to do it as well as you possibly can?

SESSION IX:

PRACTICE INTERVIEWS

GOAL: To Prepare the Participants for the Interview.

1 Hour	1. Practice Interviews: A. Guest Interviewer Introduction B. Practice Interviews - Spanish/English
1 Hour	2. Guided Career Imagery OR Guest Speaker Presentation.
30 Minutes	3. Developing Good Work Habits: "Desarrollando y Usando Buenos Habitos en el trabajo."
10 Minutes:	4. Evaluation of Workshop
20 Minutes:	Allowed for Break.

SESSION IX:

PRACTICE INTERVIEWS

GOAL: To Prepare the Participant for the Interview.

OBJECTIVES: Participant Will:

1. Go though a Practice Interview.
2. Analyze each others Interviewing Techniques.
3. Visualize Themselves in an Ideal Working Situation.
4. Learn About Good Work Habits.

ACTIVITIES AND PROCEDURES:

1. Practice Interviews:

   For best results, have a Guest Interviewer come wh never possible. An Employment Counselor or a Personnel Director would be best, as they would have previous experience interviewing people. You must arrange for the guest well in advance. He or she should be Bilingual, if at all possible. If not, then arrange to choose only those participants who speak some English to go through the Practice Interview. There probably will not be sufficient time for all to participate but DO allow for a short discussion period after the interviews. Discuss what the person did correctly, what could be improved, and how they come across (confident, at ease, nervous, or insecure). Be sure to stress the Positives.

2. For the Second Part of this Session, the Guided Career Imagery Exercise could be used if you are able to find a Facilitator. This could be someone with experience in Hypnosis or Meditation Techniques. If that is not Possible, then a Guest Speaker may be substituted. The Guest Speaker could be someone (preferably Hispanic) who has an interesting occupation, or a woman in a non-traditional job. (Policewoman, or a woman in a power position). The guest should make a short presentation and then be available for questions.

3. Developing Good Work Habits:

   Give participants a copy of the handout. Have them read each one aloud. Then discuss the implications of not using these recommendations. Ask participants to come up with others of their own.

SESSION 1X: (CONTINUED)

4. Workshop Evaluation:

This is a good time to have the participants fill out the Overall Workshop Evaluation. This way, you have time to go through the Evaluations and get and give feedback in the following session. If time does not permit, then leave for last session.

TITLE: GUIDED CAREER IMAGERY

OBJECTIVE: To aid participants to visualize themselves in a desired or ideal job situation.

TIME: Thirty (30) to Sixty (60) Minutes

GUEST: Donna Rudy

PROCEDURE: The exercise is begun by having the participants join in a relaxing exercise. Hypnosis was used this time but any other type of relaxation technique such as Yoga, Meditation, or Biofeedback may be used. Once the participants are in a very relaxed state, they are guided by the facilitator to see themselves experiencing a pleasant and fulfilling work situation. The participants are told that there is a door. On the other side of that door, there are people working together in the type of job that the participant desires. If they open the door, they can watch the people work or they can join in and become one of the group doing that kind of work. This suggestion gives them a choice as to whether they want to open that door and whether they want to join the group of people. They are given one minute to experience this kind of work.

Once the Guided Career Imagery is finished, there is a discussion period. During this discussion, some of the participants may discuss how they felt while with the group; whether they wanted to go through the door, or join in; what their career goals are, and whether there were any barriers, such as physical or emotional barriers that kept them from going through the door.

DESARROLLANDO Y USANDO BUENOS HABITOS

EN EL TRABAJO

Un empleado con buenos habitos en el trabajo, generalmente son los primeros considerados para promociones o ascensos. Aqui estan algunos buenos habitos en el trabajo, sobre los cuales usted puede pensar:

Observe las reglas y regulaciones. Una compania necesita de reglas y regulaciones o reglamentos, para poder funcionar facilmente. Estas han sido hechas para ayudarle a los empleados que sepan, que espera la Compania de ellos.

Sea un trabajador de confianza. El dueno o patron lo emplea a usted, para que haga un trabajo que el necesita que sea hecho. El dueno cuenta con usted. El espera que usted haga su trabajo y lo continue hasta el final. Esto significa que usted debera tomar las ordenes y trabajar por su cuenta.

Este siempre a tiempo y haga el trabajo que le han programado. El tiempo es dinero para su patron. El quiere que usted este siempre a tiempo. El no puede seguir adelante si usted llega tarde y se va temprano. Su asistencia permanente es muy importante. Si usted esta ausente de su trabajo frecuentemente, usted puede ser despedido de su trabajo. Telefonee a su Jefe cuando usted va a estar ausente y dejele saber cuando regresara usted a su trabajo.

Antes de pedir un permiso para estar ausente de su trabajo, este seguro que la razon para ello es importante.

Tenga respeto por las herramientas y equipo que usted usa en su trabajo. El area en donde usted trabaja, debera mantenerla ordenada y limpia.

Respete a sus superiores como a usted mismo.

Guarde en su respectivo lugar, todas las herramientas y equipos antes de irse a su casa. Mantenga todos los equipos en buenas condiciones. Reporte a sus jefes cualquier dano o rotura de los equipos.

Haga la parte que le corresponde de su trabajo. Se espera que usted sepa las normas de la Compañía. La Empresa espera que usted haga la parte de su trabajo que le corresponde.

Si usted hace un error, comuniquelo inmediatamente a su Supervisor. Usted no querra que su error sea notado y reportado por otra persona.

Aprenda de sus propios errores y procure no volver a cometer los mismos errores.

From: Job Orientation Unit. Kenosha, WIS: Gateway Technical Institute, 1978.

Las habilidades de trabajo mas importantes.

1. Ser digno de confianza.
2. Mantener buena salud.
3. Ser puntual.
4. Organizar el trabajo de otras personas.
5. Seguir instrucciones.
6. Trabajar bajo tension o presion.
7. Tener habilidades basicas de matematicas.
8. Tener habilidades basicas para escribir.
9. Trabajar sin supervision rigurosa.
10. Saber usar informacion, materiales y equipo.
11. Adaptarse a distintas situaciones de trabajo.
12. Organizar el tiempo y el trabajo eficazmente.
13. Ser limpio y ordenado.
14. Trabajar bien como miembro de un grupo.
15. Usar iniciativa e imaginacion.
16. Hacer sus propias decisiones.
17. Observar el reglamento de seguridad.
18. Ser leal al empleador.
19. Saber lo que un empleador espera.
20. Llevarse bien con una variedad de personas.
21. Saber expresarse bien verbalmente.

SESSION X:

PROGRAMS AVAILABLE

GOAL: To Familiarize the Participants with Resources Available to them.

30 Minutes: 1. Presentation on Educational Programs available at nearby Colleges, Trade Schools, and other agencies.

30 Minutes: 2. Presentation on Vocational Training Programs available through JTPA and other similar programs.

30 Minutes: 3. Presentation on Financial Aid available to students and on Job Placement Programs available.

30 Minutes: 4. Time for Questions and Discussion of Topics presented today.

One Hour: 5. Socialization Period.

SESSION X:

VOCATIONAL AND EDUCATIONAL PROGRAMS AVAILABLE

GOAL: To Familiarize the Participants with Resources Available to Them.

OBJECTIVES: Participants will:

1. Become aware of Educational Programs available at nearby Colleges, Trade Schools and other agencies.
2. Become aware of the Vocational Training Programs available through JTPA and similar programs.
3. Become aware of the Financial Aid Resources available to students.
4. Become aware of Job Placement Centers in the Area.

ACTIVITIES AND PROCEDURES:

1. Presentation on Educational Programs Available:
   . A High School or College Counselor should be invited to give this Presentation if at all possible. If not, the Instructor should be prepared with all the information necessary. Points to stress are as follows:
   A. ESL Classes available in the area
   B. G.E.D. Preparation Courses.
   C. Basic Nurse's Assistant Programs
   D. Occupational Education Programs
   E. Vocational Specialist Certificate Programs AND
   F. Any other Vocational or Educationsl Programs leading to a Degree at a worthy College or University in which the students have expressed an interest.
2. Vocational Training Programs:
   . A Representative from the local JTPA Office should be invited to speak about Training Programs available through their office.
3. Financial Aid:
   . Financial Aid available should be discussed either by the Instructor or by a Representative of the Financial Aid Office in a nearby College or University. Also inform students of any Job Placement Center available which could help them in the Job Search.
4. Time for Questions or Discussion:
   . Inform all the participants that you would like to keep in touch with them; specifically, to set up an appointment for one individual career or educational counseling session., and also, to keep informed on how their classes or jobs are going.
5. Socialization Period:
   . Extra time is allowed for a short celebration at the end of the session today. Perhaps some refreshment and snacks could be provided by the participants themselves to share,

EVALUACION DE ALTERNATIVAS

1. ¿Cuál fue la mejor parte del programa?

2. ¿Cuál fue la peor parte?

3. En general, la clase fue:
   Muy Buena
   Buena
   Satisfactoria
   No muy buena

4. Sugerencias para mejorar la clase:

5. Qué aprendí sobre mi misma?

Elgin Community College

Alternativas

Evaluación del Programa

1. La materia discutida en este programa era apropiada para mi.

   1 2 3 4 5

2. La materia presentada en este programa era de alta calidad.

   1 2 3 4 5

3. Yo encontre que la materia presentada me fue útil.

   1 2 3 4 5

4. El paso de las clases era apropiado.

   1 2 3 4 5

5. Estoy satisfecha con la presentacion.

   1 2 3 4 5

6. Las instrucciones eran fácil de comprender.

   1 2 3 4 5

7. El instructor ayudaba individualmente cuando era necesario.

   1 2 3 4 5

8. Ahora tengo mejor comprensión de mis habilidades.

   1 2 3 4 5

9. Ahora estoy mejor preparado para buscar trabajo.

   1 2 3 4 5

10. ¿Cuales son los aspectos más importanctes de esta clase?

11. ¿Qué aprendió usted durante la clase?

12. ¿Recomendaria usted esta clase a otros? ----SI ----NO
    ¿Por Qué?

13. Al haber completado esta clase, Ahora yo puedo... (Complete la oración)

Commentarios:

ALTERNATIVAS

CONTRATO PARA EMPLEO

I. META:

Encontrar un buen empleo en el compo elegido:

_____

_____

II. METODOS PARA OBTENER META DE EMPLEO:

Para lograr esto, Yo:

a. investigare todas las oportunidades de empleo proporcionadas por el personal de Alternativas.
b. Continuare mi propia investigacion de empleo.
c. Llegare por lo menos diez minutos antes de la entrevista o Llamare y la cambiare para otro día, si no puedo asistir.
d. Llamare a la oficina de Alternativas para informarle del resultado despues de cada entrevista.
e. Cuando consiga trabajo, me quedare por lo menos un mes.
f. (otro) _____

_____

III. APOYO DEL PERSONAL DE ALTERNATIVAS:

Para ayudarle a conseguir la posicion que usted desea, nosotros;

a. Le informaremos de todos los trabajos disponibles en este momento.
b. Nos pondremos en su campo para tratar de conseguirle trabajo.
c. Estaremos disponibles para ayudarle a practicar para su entrevista.
d. Llamaremos a su jefe diez días despues de haber empesado en su trabajo.
e. (Otro) _____

_____

_____

IV. FIRMA DEL PARTICIPANTE

X_____

FECHA: _____

REPRESENTANTE DE ALTERNATIVAS

X_____

FECHA: _____

ALTERNATIVAS

CONTRATO DE ESTUDIO

I. META DEL ESTUDIO:

Completar con una nota de "C" o mejor la clase elegida.

II. MÉTODO DE OBTENER LA META DEL ESTUDIO:

Para obtener esta meta, yo:

a. Asistiré a todas las clases.
b. Llegaré por lo menos cinco minutos antes a la clase.
c. Terminaré todas las tareas a tiempo.
d. Pediré ayuda si tengo dificultad con la clase.
e. Asistiré a los grupos de apoyo, o pediré una entrevista con la consejera o con la maestra de Alternativas.
f. Llamaré o iré a la oficina de Alternativas para informarles de mi progreso en la clase por lo menos cada dos semanas.
g. (otras)_____
_____

III. APOYO DEL PERSONAL DE ALTERNATIVAS:

Para ayudar o obtener su meta educacional nosotros le:

a. ayudaremos en el proceso de registracion.
b. asistiremos con la solicitud y citas para obtener ayuda monetaria.
c. ayudaremos a conseguir transportación y quien le cuide los niños.
d. Estaremos a su orden para ayudarles de Lunes a Viernes de 9:00 A.M. a 4:00 P.M. en la oficina de Alternativas.
e. Si es necesario, le ayudaremos a conseguir un tutor.
f. (Otros)_____
_____
_____
_____

IV. FIRMA - Participante de Alternativas

X_____

FECHA:_____

Personal de Alternativas

X_____

FECHA:_____

RESOURCE PEOPLE

DONNA RUDY: Elgin Community College - Alternatives Program, Fountain Square Campus, Room 134, Elgin, Illinois 60120. (312) 888-6918.

CAROL TOMAS HOLBEIN: Elgin Community College, 1700 Spartan Drive, Elgin, Illinois 60120 (312) 697-1000

JEANNE LOPEZ-VALADEZ: Bilingual Vocational Education Project - Northwest Educational Cooperative. 500 South Dwyer Avenue, Arlington Heights, Illinois 60005

DR. JOAN FRIEDENBERG: Special Vocational Education National Center, Columbus, Ohio. 1-800-848-4815.

Personnel Administrators or Personnel Managers of local agencies and firms. (Guest Interviewers).

Local High School or College Counselors - (Vocational and Educational Programs Presenter). Local Supervisory Staff who are Bilingual and of Hispanic Origin. (Guest Speaker).

Local Women employed in non-traditional jobs. (Guest Speaker).

Administrative Staff or Counselors employed by your local J.T.P.A. Office. (Job Training Program Presenters).

Bilingual person employed by your local State Unemployment Office or Job Service Office. (Guest Speaker).

TESTING INSTRUMENTS

I. INTEREST SURVEYS:

A. Investigacion Autodirigida/Localizador de Ocupaciones. Guia para la planeacion Educacional y Vocacional.

BY; John H. Holland, PH.D,
Consulting Psychologists Press,
577 College Avenue,
Palo Alto, California 94306.

B. Seleccion de Carreras y Ocupaciones/Grupos Ocupacionales.

BY: Thomas F. Harrington, Ph.D and
Arthur J. O'Shea, Ph.D.,
Published by American Guidance Service (A.G.S.),
Circle Pines, Minnesota 55014

II. ESL TESTS:

A. The HELP Test.
The Henderson-Moriarty ESL Literacy Placement Test.

BY: Cindy Henderson and Pia Moriarty,
Alemany Press.
May be Purchased at:
Delta Systems,
Dundee, Illinois 60118

B. The James Language Dominance Test.

BY: Peter James,
Learning Concepts,
2501 North Lamar,
Austin, Texas 78705
Phone: (512) 474-6911

C. The English As A Second Language Oral Assessment (ESLOA)

BY: Literacy Volunteers of America, Inc.,
Sixth Floor, Midtown Plaza,
700 East Water Street,
Syracuse, New York 13210

D. The Basic Elementary Skills Test (BEST),

BY: Los Amigos Research Associates
7035 Gatewood,
San Diego, California 92120
(619) 225-0938

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1. BARLOW, LAWRENCE E.:

   HOW TO SELL YOURSELF - THE JOB SEEKER'S BIBLE

   Lakeside, California: Vocational and Career Assessment Publishing Company, 1981.

2. CRABTREE, JERRI:

   JOB SEARCH - ESL HANDBOOK

   Moline, Illinois: Black Hawk College, 1982.

3. DRESNER, JOANNE:

   IT'S UP TO YOU: LANGUAGE SKILLS AND STRATEGIES FOR GETTING A JOB

   New York: Longman, 1980.

4. FOLLET COPING SKILLS SERIES - FINDING WORK

   New York: Cambridge, The Adult Education Company, 1977.

5. HARRIS, DAVID P.:

   TESTING ENGLISH AS A SECOND LANGUAGE

   New York, N. Y.: McGraw Hill Book Company, 1969.

6. HISPANIC DISPLACED HOMEMAKER TRAINING PROGRAM:

   Hispanic Access to Services Project. Community College of Denver, Colorado: 1981.

7. ILLINOIS CAREER GUIDANCE ACTION GUIDE:

   The Illinois Career Guidance Center Network: Illinois State Board of Education, 1984.

8. JIMENEZ, GERALDO:

   PREPARANDOME PARA TRIUNFAR - Proyecto De Trabajadores de Agricultura. VRMR, Inc., Rockford, Illinois

9. JOB ORIENTATION UNIT:

   Kenosha, Wisconsin: Gateway Technical Institute, 1978. (Spanish and English Versions).

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10. JOB SEARCH HANDBOOK:

Reprinted by the Illinois Department of Public Aid with permission from the Michigan Department of Social Services.

11. JOBS FOR WHICH YOU CAN TRAIN THROUGH APPRENTICESHIP

U. S. Department of Labor, Washington D. C., 1980.

12. LENOX, JAMES P.:

Buscando un Empleo. New Brunswick, New Jersey: New Jersey Vocational-Technical Curriculum Laboratory. January 1979.

13. MARTIN, PHYLLIS:

MARTIN'S MAGIC FORMULA FOR GETTING THE RIGHT JOB. New York: Saint Martin's Press, 1981.

14. NORWOOD, VERA. New Mexico Commission on the Status of Women:

HOW WOMEN FIND JOBS: A GUIDE FOR WORKSHOP LEADERS. Newton, Massachusetts: Educational Development Center, 1979.

15. RICHNEY, JIM:

Job Application Language: A Survival Vocabulary. Hayward, California: Janus, 1978.

16. TAYLOR, P.:

Como tener exito en el negacio de encontrar trabajo. Mexico City: Diana, 1979.

17. THE WORLD OF WORK - EL MUNDO DEL TRABAJO:

New York, N. Y.: Educational Design, Inc. N. D.

18. TODOS QUEREMOS UN BUEN EMPLEO. /EVERYONE WANTS A GOOD JOB.

Prepared by Jeanne Lopez-Valadez for the Bilingual Vocational Education Project, 1979.

19. VIDALES DELGADO, ISMAEL:

Nuevas practicas de orientacion vocacional. Mexico, D.F.: Editorial Trillas, 1976.

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20. VOCATIONAL EDUCATION FOR THE LIMITED ENGLISH-SPEAKING: A HANDBOOK FOR ADMINISTRATORS:

Developed by the Bilingual Vocational Education Project for the Illinois Office of Education, DAVTE. Arlington Heights, Illinois: February 1979.